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ABSTRACT

This collection of papers on English-as-a-Second-Language (ESL) reading and writing instruction includes: "The Use of the Newspaper in Teaching ESL Students" (Andrea Bittman); "Using a Combination of Life Experience Stories and Other Types of Stories To Teach the Writing Process and Build Self Confidence within the ESL Student" (Kathy Brightman); "Dialog and Buddy Journals Help Teach ESL Students To Read and Write Successfully" (Abby Brown); "How the Arts Can Help Teach ESL Students How To Read and Write" (Daniela Coloma); "Teaching Reading/Writing to ESL Children Through Whole Language" (Deborah Frankson); "Teaching Spelling to Speakers of Other Languages" (Joseph Perez); "Reading and Writing and How They Relate" (Tami Rosenstein); "The Use of Portfolio Assessment with ESL Learners To Promote Literacy" (Ellen Goodman); "How To Assess the L2 Writing Process" (Betsy Gorman); "An Examination of the Issues Regarding ESL Children with Special Educational Needs and Its Relationship to Their Ability To Acquire Communication Skills--Specially Reading, Writing and Oral Skills" (Kathleen Freehill); "Multimedia & Technology in the ESL Classroom" (Annabelle nAfanador); "How Computers Have Affected Reading/Writing Instruction in ESL" (Alexandra Gargaglione); "The Benefits of Audiotaped Books for Teaching Reading to English as a Second Language Students" (Suzanne Miller); and "Technology Assisted Second Language Reading and Writing Instruction" (Allison Rattner). (MSE)

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Teaching Reading and Writing to ESL Learners (K-8)

An ERIC-based Resource Document for Teachers

Compiled by
Graduate Students
in the School of Education
at
Hofstra University
Fall, 1996

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ABSTRACTS

The Use of The Newspaper in Teaching ESL Students Reading and Writing

By Andrea Yenis Bittman

In this paper, the advantages of using newspapers as a tool to enhance the acquisition of English as a Second Language (ESL) are explained.

The benefits of newspapers as an ESL teaching tool are demonstrated through the summaries of three papers written by Rafael Olivares, Kenji Kitao and Jennifer Byer, on this subject.

The three authors provide evidence that newspapers are a valuable ESL learning tool for students of all ages. Various newspaper tasks and activities for beginner, intermediate and advanced ESL learners are discussed.

Using a Combination Of Life Experience Stories and Other Types of Stories to Teach the Writing Process and Build Self Confidence within the ESL Student

By Kathy Brightman

The purpose of this paper is to illustrate the way 3 authors chose to use stories to teach the writing process and make it meaningful and relevant to the English as a Second Language (ESL) learner.

The authors of these articles, Lourdes Diaz Soto, Virginia Herringer and Terry Piper, each describe a particular approach to motivating students by focusing on life experiences in order to teach literacy skills.

These articles provide evidence that stories can be an efficient tool in areas such as the learning of grammar and conversation skills; the development of reading and vocabulary skills; and creative writing and the writing process.

Dialogue and Buddy Journals Help Teach ESL Students to Read and Write Successfully

By Abby Brown

In this summary of ERIC documents, the first 2 articles, both by Joy Kreeft Peyton, discuss the benefits of dialogue journals, a private communication between student and teacher. In the third article Karen Bromley stresses that interpersonal communication skills can be greatly enhanced when two students are engaged in a private written communication.

Both dialogue and buddy journals focus on meaning rather than error correction and provide an opportunity to respond individually to student needs, thus enhancing the reading and writing learning process for English as a Second Language (ESL) students.

How the Arts Can Help Teach Students How to Read and Write

By Daniela Coloma

The ERIC documents summarized in this paper provide an insight into the different ways teachers can use the arts to help their English as a Second Language (ESL) students learn to read and write.

The first article, written by Allen Raymond, is a description of the way Patricia Lee Gauch, an author of children's books, combines her love of music and art in the creation of picture books with images which bring the text to life for the reader, aiding comprehension and providing clarification of words and concepts new to the ESL reader.

Deborah Diffily wrote an article about a project approach in which students created a museum exhibit an how this approach enhanced the students reading and writing development in addition to increasing their motivation and confidence levels.

The third article by Marian Brovero, takes the reader through a year long experience of hands-on art based ESL activities which provided many opportunities for the development of the students' reading, writing and oral skills.

Teaching Reading/Writing to ESL Children Trough Whole Language

By Deborah Frankson

This paper provides the reader with much information concerning the Whole Language approach and its application in the English as a Second Language (ESL) classroom, based on the views of the following 3 authors: D. Adunyarittigun, K. Lems and M. Terdal.

The authors' definitions of whole language, principles for its implementation in ESL classrooms as well as teaching techniques and classroom activities are presented.

The authors all agree that when ESL students are provided a whole language environment where the language is relevant and meaningful, (focusing on meaning rather than form) and where the processes of reading, listening, speaking and writing are integrated, the students will benefit greatly.

Teaching Spelling to Speakers of Other Languages

By Joseph Perez

In this collection of ERIC documents, current theories on spelling for English as a Second Language (ESL) students are discussed by the following 3 authors: E. Buchanan, M. Seda and E. Odisho.

All three authors believe that the teaching of spelling should be based on a whole language approach rather than the traditional phonics based methods. They agree that learning to spell is a developmental and cognitive process.

Additional research in the article by Seda asserts that successful spellers were most likely to use visually based learning processes.

Reading and Writing and how they Relate

By Tami Rosenstein

In this document, 3 articles are used to explore the importance of the relationship between reading and writing for the ESL student.

In Samway and Taylor's article, students are interviewed to find out how their reading influenced their writing. The second article by Hayes, Bahruth and Taylor, discusses the relationship between self-concept and academic success for ESL students.

The third article by Vivian Zamel, stresses that reading should be an active and participatory process.

The Use of the Newspaper in Teaching ESL Students Reading and Writing

Andrea Yenis Bittman

Lately, there has been much documented evidence on the benefit of using English language newspapers as a teaching aid in English as a Second Language classrooms. Rafael Olivares, Kenji Kitao and Jennifer Byer have written papers touting the advantages of newspaper use for ESL students. Following, is a summary of what each has found true about newspaper work with ESL populations.

The Work of Rafael Olivares

Rafael Olivares' 1993 book, entitled Using the Newspaper to Teach ESL Learners, offers a deep exploration into the benefits of using the newspaper to help students become more proficient in the acquisition of English as a second language. Olivares begins by offering an explanation of why ESL students would be motivated to acquire newspaper usage skills.

He explains that newspaper reading is a skill that nonnative speakers of English will benefit from throughout their lives. For the reader, the newspaper is an essential source of information about how the community operates. Information about politics, business, health, current events, social issues and everyday living is quite relevant and motivating to students and is not the type of information they are likely to find in school texts. Olivares adds that the English newspaper is a valuable mode of information that represents popular, mainstream culture in a casual, informal way.

In addition, he mentions the many benefits to teachers using the English newspaper. For instance, there is an ever constant inexpensive supply of copies and the information is always current. Activities planned around the newspaper usage can be adjusted to any level of proficiency and the reading material can be cut, pasted, colored, marked up, and rearranged.

Theoretical Research That Supports the Idea of Newspaper Use in the Classroom

Olivares reviews for us some important language acquisition theories and illustrates how the application of newspapers in the classroom makes use of our current knowledge about how second languages are learned.

Olivares begins by pointing out Krashen's findings. In 1981, Krashen hypothesized that real fluency in the second language (L2) is the result not of learning L2, but of acquiring it. Krashen stressed the need for communication and interaction in the classroom. He held that acquisition occurs when we understand the language but that this understanding comes from paying attention to the content of the message, not the form. Krashen also noted the importance to the learner receiving comprehensible input and cautioned that there may be less room available for this comprehensible input when form and structure are emphasized over content.

Olivares interprets Krashen's research to mean that LEP students need to develop second-language skills through participatory classroom activities and that they need to communicate in a meaningful way. In addition, second language acquisition from a communication perspective demands the use of language in context. He stresses the importance of understanding the message first (content) and focusing on the code (form) later. Olivares believes that these theories are readily applied when we use newspapers in ESL classrooms.

Next, Olivares refers to Cummins' research to support his ideas. He points out that Cummins, in 1981, distinguished two types of second-language proficiency needed to succeed in the school environment: The first is known as BICS, which stands for Basic Interpersonal Communication Skills. BICS help LEP students to communicate in context-embedded situations, such as their day-to-day exchanges with peers, social situations and the media. However, Cummins noted that BICS proficiency is not enough in helping students to succeed in the academic classroom environment. CALP, an acronym for Cognitive Academic Language Proficiency, is also required in order for students to process academic, cognitively demanding language, with few context clues, as is encountered in the classroom setting.

Olivares also reminds us of Romero's (1991) conclusions in this area.

> Since there are no educational reasons to expect that LEP students will perform worse academically than native English speakers, it is important to provide cognitively

> demanding activities. At the same time, teachers should be sure to offer an environment full of context clues. This combination can help LEP students learn the second language while developing high-level thinking skills.

In other words, teachers must strive not to dilute the ESL curriculum. Instead, they must assist the learner by embedding academically challenging and interesting activities that utilize CALP with numerous context clues (to simulate BICS as much as possible) that serve to aid comprehension.

Olivares believes that the use of newspapers in the classroom gives credence to Cummins' and Romero's theoretical frameworks because his newspaper strategies and activities can create a classroom environment that provides numerous context clues, similar to the type found in BICS *and* encourages the development of cognitive skills as well, so the students can gain proficiency with their CALP.

Cooperative Learning and the Newspaper

It is, therefore, the goal of the teacher to try and combine the BICS and CALP that Cummins speaks of by providing a classroom environment that is rich in context clues in order to help LEP students develop the more sophisticated language proficiency needed to understand abstract academic concepts.

These goals can be achieved in a cooperative learning environment. When students are arranged in small groups, BICS can be used for task communication. When a cognitively demanding task is at hand in a heterogeneous group, the more advanced students can employ their CALP, which may serve as a model, aid, or encouragement to the students who need more assistance in this domain. In this way, members of the group can help increase each others' proficiency.

Olivares further points out that the newspaper not only contains written text, but various other context clues, such as photographs, drawings and graphs, which can assist students in deriving meaning from what they read. He believes that this combination of cooperative style peer interaction and context clues embedded in the newspaper will allow LEP students to perform more demanding activities (and thus develop more cognitive skills) than would otherwise be possible.

It is important to remember that the cooperative approach can also serve to reduce anxiety and affective barriers to learning a second language. Students may feel less intimidated communicating to a small peer group than they would in front of a whole class. In addition, there will be a higher percentage of actual communication time per student in a small group with assigned tasks than would be possible with the entire class.

Classroom Activities to Develop and Reinforce Language Skills

Olivares (1993) proposes specific newspaper activities in the ESL classroom that serve to develop oral skills as well as reading and writing proficiency. These activities give students the opportunity to expand their acquisition of English vocabulary and, at the same time, reinforce language learning. In addition, he believes that these activities will help students develop specific thinking skills, such as categorizing, classifying, inferring, and decision making. Following is an abridged sample of the multitude of activities Olivares has developed:

Beginning Activities

1) Label food pictures that students cut out from the paper.
2) Prepare a grocery lists (including price and budget) from the newspaper.
3) Label occupations of people depicted in the paper performing jobs.
4) Discuss the jobs people perform in various buildings depicted in the paper.
5) Write about or dramatize a job interview from information in a help wanted ad.
6) Write about the skills necessary for jobs seen in help wanted ads.
7) Identify names of clothing or pieces of jewelry taken from ads.
8) Cut out and write about emotions of people in pictures or drawings.
9) Design/label inside of a house through the use of furniture and appliance pictures.
10) Search for letters or groups of letters that depict a certain sound in English.

11) Clip English letters from the paper (for students not familiar with the alphabet).
12) Cut out words from the paper to make pairs of antonyms or synonyms.
13) Cut up comic strip frames, mix them up, have students reorder them in sequence.
14) Write up a prediction of what will happen next in an action or sports photo.

Intermediate/Advanced Activities

1) Students cut out pictures of clothes that are in or out of fashion and write about why.
2) Cook a recipe from the food section.
3) Categorize foods shown in the paper by diets (low-fat, no-salt, vegetarian, low-sugar)
4) Prepare a complete menu for a holiday dinner from food section.
5) Analyze, discuss and write about the advertisers' intentions in creating an ad.
6) Redesign ads with antonyms to create opposite meanings.
7) Write about/discuss personal and professional qualifications in answer to a job ad.
8) Create a hypothetical company and design help wanted ads to fill the job openings.
9) Compare the job openings seen in the paper to those of students' native country.
10) Use maps, weather, and travel information to choose a location for or plan a trip.
11) Discuss meanings of editorial cartoons.
12) Draw and develop dialogue balloons for interesting characters cut from the paper.
13) Read and discuss the cultural impact of a letter to the editor.
14) Rewrite a news story for a radio station.

Whereas Olivares' observations have been gleaned from his research on using the newspaper for teaching English as a Second Language, we can gain an interesting perspective from studying the work of Kenji Kitao, who's focus is using English language newspapers to aid students studying English as a Foreign Language.

The Work of Kenji Kitao

Kenji Kitao has done extensive work in teaching English as a foreign language to college level students. He has found that it is extremely beneficial for students learning English as a foreign language to become familiar with the English newspapers. In his 1995 article *Teaching*

English through Newspapers, Kitao offers some guidelines for getting students started with the newspapers.

Motivating Students to Read the Newspaper

In order to get his students excited about reading the papers, Kitao (1995) begins by explaining to his students the many benefits available to them if they learn how to read English newspapers. First, he reminds his students that the newspapers are useful for learning English because they are written in natural English. He further explains that students will feel more motivated to read the papers if they are made aware of the vast variety of knowledge contained in the paper, such as information on politics, business, sports, entertainment, arts, music, education, and social trends.

Second, students can obtain information about other countries (in the case of Kenji Kitao's students, countries other than Japan) that wouldn't typically be publicized in papers of the students' native country. The articles and columns in an English newspaper would have more of a tendency to reflect the views and values of individuals from an English language culture, which might offer a new perspective for non-English speaking readers.

Third, if they know how to read the English newspaper, they will have a source of information available to them no matter where they might travel. Kitao states that according to Merrill (1984), 25% of the world's newspapers are published in English. English newspapers are almost always available everywhere, even in cultures where English speakers are in the minority or where English is primarily a second language.

Fourth, they can develop a better understanding of how people from other countries view their native culture. This in turn might help them gain insight into explaining their native culture to others.

Helping Students Find Success in Newspaper Reading

Kitao has several recommendations that he feels will help students to be more successful when they begin to read English language newspapers.

First, he advises his students to set manageable goals for reading newspaper articles so they do not feel frustrated and give up. He reminds his students to always choose articles that are interesting to them so that they will remain motivated in their pursuit. Once they have found a type of article or a column that is of interest to them, he suggests that they read this type of column or article on a daily basis, preferably two times a day.

He encourages students to try to read without a dictionary the first time they go through the article, guessing the meanings of words with which they are not familiar. He feels that if the article does not provide enough context clues for the student to derive a meaning for the word by the second or third reading, it would be beneficial to look the word up, as they might encounter it again later.

Kitao urges students to try to read for content, viewing and understanding the article as a whole, even if there are some parts of the article, vocabulary, and terminology that remain incomprehensible to them. He counsels his students to read a story first in their native language paper before attempting the same subject in the English newspaper. He feels this gives the students some of the background and terminology they need in order to be successful in understanding the vocabulary of the article in the second language.

Finally, he postulates that it is much easier for students to read English newspapers if they first become aware of the kinds of information offered in an English newspaper. He has witnessed the greatest successes with newspaper reading endeavors when students are taught how the papers and articles are structured, as well as the customary vocabulary, grammar, and terminology utilized in English newspaper articles.

Interestingly, the insights and ideas of the next article to be reviewed, by Jennifer Byer et. al. share commonalities with those that Kitao has set forth on English language newspaper structure and terminology. However, the work of Byer et. al. brings up some novel noteworthy viewpoints about using English language newspapers in primary and secondary ESL classes.

The Work of Jennifer Byer et. al.

In the 1986 article entitled *English as a Second Language Newspaper Activities*, Byer et. al provide more valuable wisdom as well as activities for using the newspaper in primary and secondary grade ESL classrooms. They point out that the newspaper has the ability to provide basic consumer skills and insight into the workings of the government and political process that will provide an on-going education for all learners. They also note the special value that the use of English language newspapers in the classroom may have for students who may not have had previous access to them.

The article goes on to say that newspaper activities afford teachers an opportunity to reinforce basic linguistic skills or concepts through a tool that can also provide information, entertainment, and services that the learner will use now and in the future. Also, the newspaper as a classroom resource will provide a multitude of lessons and learning opportunities. If funds are available, and each student is able to have his/her own copy of the paper, there then exists the added opportunity for independent leisure reading, with the premise that this will stimulate interest in furthering language competency or simply reinforce skills learned.

The Byer et. al. article seems to be in agreement with the Kitao article when it suggests that reviewing the structure of the newspaper will serve as an aid to understanding the content. The authors believe that it would be beneficial for the students to discuss the similarities and differences in content and format that they might notice between newspapers used in the class and the native language newspapers the students might encounter or recall from their countries of origin.

The article offers many activities that purport to offer practice for students struggling with various skills such as: the use of the superlative and comparative, the use of the modals would, could, and might, the use of prepositions, the use of past tense and punctuation, the use of the modal auxiliaries should, ought to, have to, and must, and the use of imperative verb forms. Following are some of the reading and writing activities suggested that offer a more holistic approach to second-language literacy:

1) Convert a comic strip into a third person narrative style dialogue.
2) Identify to whom a certain ad might appeal.
3) Convert an "unbiased" news article into an editorial.
4) Write a letter of inquiry about an advertised job from the help wanted ads.
5) Request help or make a complaint to a consumer assistance column.
6) Inform the paper of reporting that is inaccurate, biased or unfair.
7) Write a gossip column about a favorite celebrity.
8) Write a feature describing an interesting town or region in a native land.
9) Underline, in two different colors, the facts and the opinions in an editorial.
10) Determine if an editorial is informative, entertaining, explanatory or influencial.
11) Predict five key words that, based on the headline, the student would expect to see in an article.
12) Number the lines of an article and develop comprehension questions. Have a partner skim the article for the line location of the answer.
13) Write four paraphrases of an article. Have a partner determine which ones contain misinformation.

It is evident that there are many more applicable newspaper activities available to benefit ESL students of all ages that have not been mentioned in this paper. The number of engaging, authentic and meaningful activities can only be limited by the creativity and energy of the students' teacher.

In reviewing the work of Olivares, Kitao and Byer et. al., we can see the benefit afforded to students of all ages by the use of English language newspapers in ESL classrooms. Perhaps, by providing the kinds of newspaper tasks heretofore mentioned, which contain strategies, information and knowledge that students can apply to their own lives and incorporate into their day-to-day routines, ESL teachers can enhance the learning experience of the students in their classrooms.

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USING A COMBINATION OF LIFE EXPERIENCE STORIES AND OTHER TYPES OF STORIES TO TEACH THE WRITING PROCESS AND BUILD SELF CONFIDENCE WITHIN THE ESL STUDENT

by Kathy Brightman

Finding creative ways to make learning a successful experience for children is a challenge for any teacher, but it is especially challenging for teachers involved in working with children for whom English is a second language. The key ingredient to successful learning of any kind is motivation. One method that has had promising results is the use of stories as a motivator for learning. Stories provide opportunities for learning reading and writing fundamentals in context by making the learning of these concepts meaningful and relevant to the child's life. They also hold the attention of the reader as well as give the writer an interesting medium for communication.

There are many sources for stories. Many stories can come from the lives of the children themselves, but other stories can be used such as mysteries and short stories. In the pages to follow, I will discuss the views of three authors on the subject of the effectiveness of stories in teaching the writing process to ESL students.

The first article is called, "Enhancing the Written Medium for Culturally Diverse Learners Via Reciprocal Interaction" by Lourdes Diaz Soto. In this article, Soto states that we must begin to see the positive effects that our more diverse classrooms have on helping students develop essential life skills such as self-expression, problem solving and critical thinking. The author also believes that the written medium provides one of the best opportunities to enhance the relationship of the teacher and learner with each other and the world around them.

Cultural awareness on the part of the teacher will help children from diverse backgrounds develop self-esteem and confidence in their ability to contribute to their society in meaningful ways; ways that enrich their lives and empower them to reach their goals.

Soto believes that writing should be functional. When teaching is transmission focused instead of interactive, students will become passive and compliant consumers. They will not feel in control of their own lives. Many times teachers see non-English speaking children as being deficient in some way, but every child has areas of strength. Being informed of the child's interests and previous knowledge is vital if teaching strategies are to be successful. Some examples given by the author as necessary information are: 1) the types and quality of previous school experiences, 2) unique cultural components, 3) unique individual differences and personalities, and 4) linguistic capabilities.

Reciprocal interaction as defined by the dictionary means complementary activity between two parties. In reciprocal interactions teachers and students interact as readers and writers. These roles are interchangeable. This type of interaction involves the use of written and oral language to explore ideas and develop critical and creative thinking skills. Critical thinking is actually an integral part of any learning context. That's why it is important to allow students to discuss or write about subjects that directly affect them.

According to Soto, student empowerment is essential to successful learning and can be achieved in three ways; 1) the first takes advantage of student interest in developing topics to write about or discuss, 2) the second approach concentrates on the relevance of what the student is learning to his or her life, 3) the third allows children to be teachers so they may expose the teacher to information about themselves and the culture and traditions native to their ethnic group. The author gives an example of this when he talks about how the Japanese the use of the "red pen". It is not used to evaluate or correct the writing, but as an opportunity for the reader to let the writer know that he/she is personally interested in what the writer has to say and encourages the writer to share a part of himself with the reader.

In the second article, "A Whodunit in the Classroom" by Virginia Herringer, the author focuses on a particular type of story. She believes that the use of mystery stories in ESL classrooms is an excellent source for allowing children to practice the structural makeup of writing. The main attraction of the mystery story is the fact that it must be solved in order to be understood. It is made up of many different parts like a puzzle and must be put together in a comprehensible and logical sequence in order to understand the outcome of the story. Among the key ingredients are suspicious characters, a midnight setting and a dead body. Choice of presentation and level of complexity of the story will depend on the proficiency level and needs of the class.

Other considerations are length, complexity of the plot and number of possible solutions. Longer stories are more appropriate for reading activities and vocabulary development and quick presentations are more appropriate for low proficiency classes or a class focusing on grammar or conversation. The author suggests that some of the activities that can come from the story are activities such as those that deal with grammatical construction of various tenses that can be introduced to the students in the form of: 1) questions about the story; 2) activities dealing with cause and effect, purpose and logical sequence; 3) the past tense of model verbs that require the students to make speculations; and 4) conditional sentences and present and future tenses.

In the third article, "Stories and the Teaching of Language in a Grade Two ESL Class" by Terry Piper, the author opens his discussion by talking about two teaching practices that resulted from the belief that children need to have a certain amount of speaking proficiency in the target language first before attempting to become literate in it. One practice focused on not introducing reading or writing until sufficient oral proficiency was established and the second one focused on the teaching of reading and writing in the child's native language and then introducing English. After making several observations in French early immersion classes in Canada, Piper discovered that children were able to transfer their skills to English because from as early as

Kindergarden these children were taught in their native French. Reading and writing would be taught concurrently starting in the first grade and continuing through grade two. English was not introduced until grade three. It was discovered that as a result of this approach, the children were able to transfer the skills that they had learned to English without difficulty.

According to the author this was made possible because of something called "comprehensible input"; a concept developed by Stephen Krashen. Comprehensible input is defined as the ability of children to be taught to read and write from the beginning because of their understanding of the language around them. The key to the success of this method is the relevance of that input to the child. Piper witnessed this concept being applied in a totally different way when he observed a second grade class in which the teacher introduced English by using stories and storytelling as her comprehensable input. Not only was her idea of using stories and storytelling unique, but she also used this method to introduce English in the second grade. The following are examples of some of the things that went on in that classroom.

The teacher's class consisted of twenty-four second graders of which 16 had English as a second language. The children were divided evenly into three groups; true beginners in ESL, low to mid intermediates and children that were native speakers of English. Instead of being pulled out of the classroom for ESL instruction, the first two groups stayed in the classroom the entire day and an ESL teacher would spend half a day working with them. The children would begin the day working as a whole class with the classroom teacher and then the children worked with the ESL teacher in small groups. Writing and reading began on the first day of class.

As I stated earlier, the primary focus of this article is on the importance of stories and story telling to the teaching of the writing process. The stories are first told and retold to the entire class by the classroom teacher along with the use of all necessary props and then the children are led into discussions of their views about the story and any questions that they may have about the story. Then the ESL teacher takes control of the class. The children's level of proficiency would determine how much time each group spent working directly with the ESL teacher. The latter two groups were usually involved in independent writing while the beginning ESL students worked directly with the teacher as a group. The ESL teacher would introduce the writing instruction in stages beginning with one to three short sentences from the story. The teacher and students would then take turns reading the sentences. The teacher would then write the sentences on the board and ask the children to copy them. Once they had copied the sentences they would then read them aloud to her. The teacher would then create sentence frames by leaving out certain words encouraging the children to recreate the story. She also used a modified language experience technique which required one of the children to retell the story as she wrote it on the board.

Because of the interest shown by the teacher in their ability to create their own stories using the original story as a starting point, they soon became very comfortable with the idea of changing stories to make them their own. Although these stories were not completely original, signs of originality were evident. The idea was to encourage children to express themselves by creating a comfort zone for them.

At the same time that this was taking place, the more proficient children were growing into mature writers. They were actively doing those things that developing writers do; drafting, revising, sharing and producing publishable pieces of writing. Although there was evidence of parts of the original story in their early writings, their originality was also beginning to show itself as their writing abilities improved. Their sentences were becoming more complex and they were beginning to understand the role that structure played in writing. Their efforts resulted in the publication by each child of two books; one showing their beginning attempts at writing and the other showing the amount of growth that had taken place.

Piper concluded from these results that although they seem unusual for a second grade class, they were actually quite typical in this particular classroom. He states again that this success was due largely to the amount of time the teacher spent on stories and storytelling. Being exposed to stories read aloud to them even before they could read themselves helped the children to begin developing a mental framework about the organization of written language.

After reading these three articles, there seems to be sufficient evidence to convince educators of the important contribution that stories can make to the teaching of the writing process. Stories give more purpose and meaning to writing and creating original stories help children take ownership of their thoughts and ideas. As they develop as authors they become aware that they have something important to share with others. As teachers we want to build within children the confidence to express themselves in ways that are meaningful and relevant to their lives.

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Dialogue and Buddy Journals Help Teach ESL Students to Read and Write Successfully

Abby Brown

Children need to feel that they have a safe environment in whichto learn. For children who are just learning a new language, this is especially important. English as a Second Language (ESL) students need to be able to progress at a rate that will allow them to feel successful. Two techniques that help accomplish this are the use of dialogue and buddy journals. These methods help students improve their reading and writing skills in a non-threatening environment.

One article that highlights the usefulness of dialogue journals is "Dialogue Journals: Interactive Writing to Develop Language and Literacy" by Joy Kreeft Peyton. This article shows how helpful dialogue journals can be in the progression of learning reading and writing skills in a new language. A dialogue journal is a continuous written communication between a student and a teacher. A dialogue journal puts its main focus on meaning, not error correction. In this type of correspondence the student does not have to focus on using correct spelling and grammar. The teacher does not correct the mistakes made by the student. Instead, the teacher models correct use of the language in the responses he/she gives to the student.

This article also mentions the fact that in using dialogue journals, the student chooses what topics will be included in each entry. Students are able to focus their writing on topics that are of interest to them. They do not have to center the discussion on academic topics. Students tend to be more enthusiastic about writing if they are writing about something that is of interest to them. This method also allows the teacher the opportunity to get to know his/her students on a more personal level. Teachers often have a very busy schedule and this is one way to help enhance the communication time with their students.

Through analysis of each entry the teacher is able to see the areas of writing with which each individual student needs help. Students are able to go at their own pace. Many beginners often start by drawing pictures in their journals. The teacher will help by putting labels on the drawings. Students will progress to using words when they feel they are ready. Teachers may also dictate what the child says. The child will learn to identify words that they have said or written. As time goes on, the entries will get longer as the student gets more comfortable with writing. This pace will be different for each child.

Another article, "Students and Teachers Writing Together: Perspectives on Journal Writing" also by Joy Kreeft Peyton focuses on the use of journals. One particular chapter, "Dialogue Journal Writing and the Acquisition of English Grammatical Morphology", focuses more on how the concept of using journal writing with ESL students will help improve their reading and writing skills. This article shows how "ESL learners can read and write meaningful messages in English long before they have mastered its form and structures." (Peyton 1990) Correct grammar and spelling will emerge as the student becomes more familiar with the language. This process takes time.

Through the use of a dialogue journal, the teacher can respond to the student on a level that is appropriate for that student. The complexity of the teachers words will be different depending the knowledge of the student. One example of this is cited in Peyton's 1990 article. She mentions how a teacher used more complex vocabulary with U Chal, a more advanced ESL student. However, at the same time she used more simple shorter sentences with Su Kong, a student who was more of a beginner in the English language process. Teachers also often respond in a students journal in a way that is slightly above the students level of understanding. This technique helps challenge the student to progress in both their reading and writing skills. The level of words the teacher uses will not, however, be ones that will frustrate the student. Since a journal is usually kept in a notebook, the child and the teacher can get immediate feedback on the students progress. Dialogue journals allow students to learn to read and write in a way that promotes success.(Peyton 1990)

Dialogue journals also help answer any questions that the student may be afraid to ask in class. Often students do not ask questions for fear of being ridiculed. Children who are not familiar with American customs may be embarrassed to ask about them in front of the entire class. One example mentioned in this article in a entry between Michael, an ESL student and his teacher. Michael needed clarification about the custom of giving Valentines out on St. Valentines Day. If Michael had asked about this issue in class, he may have been ridiculed by his peers. Since he asked about this topic in his journal, a private communication, he was able to ask his question without fear of humiliation. (Peyton 1990)

Partners for journal writing do not have to be the teacher. Journal partners can be an aide, other students in the child's class, or students who are in another class. The article "Buddy Journals for ESL and Native-English-Speaking Students" by Karen Bromley discusses the use of a buddy journal (a written communication between two students). This technique may be useful when an ESL student is paired with a student whose native language is English. Both students will learn a great deal from being paired together. The use of this technique allows the ESL student to have a resource to go to. They do not have to feel that they must always "bother" the teacher when they have a problem.

A buddy journal is often more beneficial to each student than a dialogue journal because two students are more likely to feel that they have equal status with one another. "Students get to know one another without fear of evaluation or grades". (Bromley, 1995, p.8) Children who are around the same age are more likely to share common interests than a teacher is with a student. They will be better able to relate to what is being written to them. Each student will be able to learn a great deal about the cultural differences of the other one.

One of the goals of a buddy journal is for the students to be learn how to communicate and make friends using the limited English that they have. Both students are also to learn more about and gain respect for other languages and cultures. One example, mentioned in this article showed that not only can the ESL student learn from the Native English speaker but the reverse can also happen. Diyar, a Kurdish student, and Keith, and American student were paired together in writing a buddy journal. Through this interaction the boys learned a lot about each other. Diyar was able to build his self esteem by teaching Keith how to write in Kurdish. Eventually, Keith would often write his journal entries in both English and Kurdish. Through buddy journals ESL students can also gain valuable social interactions. (Bromley 1995)

Dialogue and buddy journals help all children improve their reading and writing skills. For a student who is in English as a Second Language classes these skills are even more important. These children need to feel that they will be successful at learning the language. The use of a journal helps speed up the learning process while also allowing the child to work at his/her own pace. These journals also allow a teacher the chance to evaluate the students knowledge and better individualize the students instruction. Journals promote sharing and friendships between students. Everyone can learn from them, teachers, ESL students, and students who have learned English for a long time.

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HOW THE ARTS CAN HELP TEACH ESL STUDENTS HOW TO READ AND WRITE

DANIELA COLOMA

The topic I chose to do my ERIC research paper on is how the use of the arts can help teach ESL students how to read and write. I feel this is a very important topic in the ESL field in general. The basis of most ESL teaching methods is using hands-on, authentic experiences with visual aids for support. If the child is able to associate something they are learning to an actual experience or a memory, it will ensure deeper understanding. In addition, the concept they learned will be retained in their mind, not just memorized for the moment for the purpose of getting through a test or answering questions. I found three journals that had articles regarding how the arts can aid in teaching reading and writing. The articles also pointed out how it is not only a tool to teach, but it is also a motivator. The following will be a discussion and summary of the three articles I researched and read.

The first article is from the journal Teaching K-8 and is written by Allen Raymond. This article is about a musician/writer of children's books named Patricia Lee Gauch. The articles starts off with some background information on Patricia Lee Gauch. It tells us how she was a musician and loved to play the piano. In addition she is a writer of children's books and eventually landed a job as editor-in-chief at Philomel. The author of the article conducted and interview with Ms. Gauch and her husband at their home in Hyde Park, NY. In the interview, Ms. Gauch spoke of how she shaped children's books by using art illustrations to act as a visual aid for ESL children so that they, while reading the story, could understand clearer what is being said because of the pictures. She expressed her feelings of how she believed the words and art in picture books were musical. One example she gave of this to the interviewer/ author was the story Dance, Tanya that she wrote. This story was inspired by a friend of Ms. Gauch after she visited her in Paris and learned she loved to dance. It wasn't until much later that she would write the story but when she did her experience with her friend inspired her writing. After it was done she asked her friend who was also an artist to do the illustrations for the book, which she did. What developed was a picture book that had great art that didn't imitate or mirror the text but brought the images to life for the reader. Again this aids the ESL student as they read so they can check their comprehension of the story. If they don't know what was said all they need to do is look at the picture. The words come to life for the ESL reader and makes them enthusiastic and motivated about reading the entire story. To explain this she pointed out that half way through the book "little Tanya has crept into another room and, all alone, is dancing to the music of Swan Lake". They could have drawn it to look exactly like that but it wouldn't have come to life or conveyed any feeling to the reader. Instead, what the author did was portray Tanya as a happy-go-lucky little girl, leaping and dancing through a beautiful forest. This way the child reading sees the beauty in the words through the art and in a sense can feel the music of Swan Lake through the illustration of the child leaping and dancing. This makes reading more interesting and fun for the ESL student. These artistic qualities can enhance reading interests in many ESL children and can also assist to clarify some unfamiliar concepts or words for many ESL students.

The second article I found and read came from Young Children and was written by Deborah Diffily. This article was about how one class created a museum exhibit with rocks. The main concept of this article was to show how a project can encourage ESL children to make decisions and accomplish real things. The projects offer the ESL child an opportunity to draw from their prior knowledge as well as offer opportunities to work with others. Most ESL students have some educational background and the science content in this art exhibit draws on their prior knowledge and heightens their confidence and increases their interest. The projects are usually run to include many artistic qualities while enhancing reading, and writing development. Ideas for the projects are taken directly from the children so immediately they are motivated to participate.

In the particular situation described, the teacher read a book, and with the ESL children, went over any unknown vocabulary as they read. The book was called Everybody Needs a Rock, by Byrd Baylor. This book talked about many variations of rocks and gave descriptions and relationships with rocks. The children were so interested they decided to go out and search for rocks. Now writing was brought into the project because as they found rocks the ESL children were taught how to spell and label each one. The project was so interesting to the students that they continued to look for new specimen's to label after school, which shows the ESL children were retaining the new language. Then reading was incorporated into the project as the class made it's way to the library. They found about twenty (20) books about rocks that identified rocks, described them, and even had some illustrations of rocks. The artistic illustrations brought some of the rocks to life and made the lesson more authentic for the ESL children. The article then tells us how the project took on a life of its own and kept spawning off of the original story the ESL children read. However, they needed someone more knowledgeable to talk about the rocks. This encouraged another writing exercise. The teacher asked all the students to write a letter to her husband, who happened to be a naturalist. This assignment reinforced the writing skills they were learning and was a great way to ask him to help with the rocks. He agreed and spent a lot of time with the ESL children. He even suggested they accompany him to the museum where he worked. Again this lead to another writing project because the ESL children were asked to write their parents for permission to go on a school trip to the museum. The trip was then recorded by keeping charts and lists of what they did or knew about the rocks. They were so interested in what was going on that they were even excited about reading and writing. It wasn't a chore to them but a real life experience that was fun. The more they learned the more they wanted to read and even began asking questions and drawing pictures.

These pictures are what lead into the most creative artistic part of this project. The class decided to have their own museum exhibit of rocks. Again they were asked to write for permission to use a room not occupied in order to house their exhibit. The ESL children were taught research skill and required to research from the books they had found. They thought of creative ways to make this project come to life. They worked on a brochure that had written information as well as pictures. Another group was asked to either draw pictures of the rocks or use various media to create the pictures and label them. These pictures were used as displays for the walls for people to see as they walked into the exhibit. The rocks were placed in different areas around the room with their accompanying picture and label. In addition the children were asked to write some information about the particular rock next to it's exhibit. The exhibits also featured some poems about the rocks that were actually written by the students. Another artistic trick they used was to use their woodworking and painting skills to create stands for the exhibits. The exhibit was mainly seen by parents, grandparents, aunts and uncles. As they entered the exhibit they saw all of the aforementioned things as well as their children. Each ESL child was asked to take part in a role play which was used to greet the visitors, pass out brochures and offer refreshments. This type of activity allows the ESL children to process the information because they actually need to understand what they are learning in order to relay it back to the viewers. They memorize lines for the role but they are continually learning and digesting the information in a way that is fun for them. In the end, the children made up a list of questions for the viewer to see how much they learned from the exhibit. Through this project the children incorporated the use of poems, roleplaying, painting, crafting and many other artistic elements to teach them and encourage their reading and writing.

The third article I found and read was from Teaching K-8 and was written by Marian Brovero. This article was about another school that planned an activity that taught with the aid of art. In this project the teacher found many interesting ways to make milk cartons come to life and encourage the ESL students to write. The article explained how this project worked on a month-to-month schedule. Each month the teacher would assign what needed to be done. The ESL children needed to use a clean milk carton and use art to decorate the containers. These projects gave the children an opportunity to do many oral and written activities. The teacher told the ESL students that the project was handed out on the first day of the month and was due on the last day. This taught the ESL children the meaning of goals and responsibility. In addition, the projects required the children to work at home as well as school which encouraged family involvement.

In September the teacher asked the ESL children to walk around their neighborhoods and choose a store they liked. They were first told to make a drawing that would be pasted on the carton. Then the ESL children handed in all the cartons and a fictitious town was created that had stop signs, pedestrians and many other real life items in it. This is especially beneficial to ESL kids because authentic material is more retainable because it seems more important to the ESL student. This allowed the teacher to introduce map-making and vocabulary in the lesson, all in an artistic fun way. Then the ESL children were asked to make up a story about the town as a writing assignment.

The assignment for October also encouraged writing. The ESL students were asked to make a mail box out of their milk container. These boxes were stored and brought out again in February when the children were asked to write Valentine's day letters to each other. November and December concentrated on the oral aspect as the teacher asked the students to make telephones out of their milk containers and were asked to do oral reports about the places they love in the United States. These activities to the ESL child seems to be play when in actuality they reinforce their speaking and oral communication and writing skills.

The January project was very interesting and creative. The class was going over the solar system and the children were asked to make the planets out of their milk cartons. They also made robots out of the milk cartons and were asked to write daily robot reports and solar system reports. In March the teacher taught them the word transportation which is rather large and hard to learn. To assist the teacher asked the children to turn their cartons into many items of travel, car, trucks, etc. In this project they also went over the concept of age, past, present and future. The April project was very authentic. The teacher was going over telling time and Roman numerals. She asked the children to make clocks out of their milk cartons and decorate them colorfully and submit them with a story about time.

Finally in May the teacher asked the children to pick someone they admired. They had to research and read about that person and write a report about them. The first thing she had them do was to cover a milk carton and paint a picture, front and back, of the person they chose. The carton had to have four pieces of information they felt they had to share with the class. One other project the teacher had students do over the summer, before school even started, was to decorate and draw capital letters on milk cartons. This aided in teaching the alphabet as well as capital and lower cases for writing. When the students came to school the teachers asked them to bring small milk cartons so that they could decorate and draw small case letters on it. The visual aid and the hands on work the children did helped encourage their reading, writing, and oral skills.

All of the three articles I found were good examples of how using art in one form or another can help encourage students to learn and to improve their reading, writing, and verbal skills. Using art makes learning fun and memorable so that the children are not just memorizing what they are learning they are actually retaining the information and understanding and processing it to be stored in their minds. The arts are entertaining and can make any activity fun and come to life for the students.

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TEACHING READING/WRITING TO ESL CHILDREN THROUGH WHOLE LANGUAGE

Deborah Frankson

The topic of this paper is teaching reading and writing to ESL children through whole language. The information that is discussed in this paper is from the following articles: 1) "Watching Whole Language Work" by M. Terdal, 2) "Whole Language: A Whole New World for ESL Programs" by Dumrong Adunyarittigun, and 3) "Whole Language and the ESL/EFL Classroom" by Kristin Lems. These authors define whole language, set important principles for its implementation with ESL learners and share teaching techniques and classroom activities with their readers.

In whole language instruction, language is kept whole and comprehensible. Teachers utilize meaningful authentic literature and immerse second language readers in purposeful language activities. Audio-visual aids, gestures, and authentic experiences are used to teach second language learners. Class time is spent on projects in which students use all the components of language arts.

Terdal states that whole language takes into account the students' purposes for using language. Some of the ways to integrate whole language in the classroom are using authentic writing, using real literature, writing in dialogue journals, and group writing. Assessment in a whole language classroom is accomplished through observation. The focus in whole language is on meaning and not on form. In whole language, language should be meaningful and relevant to the learners.

According to Terdal, whole language is a set of beliefs. There are six principles of whole language. 1) Language is kept whole. 2) Instruction uses all four language skills. 3) Classroom language is meaningful and functional. 4) Language is learned through social interaction. 5) Classes are learner-centered. 6) Teachers have faith in the students.

The integrative or communicative approach focuses on meaning before form. Language involves written as well as oral communication. The process of reading, writing, listening, and speaking are developed simultaneously. All aspects of language are integrated in the content areas. The goal of learner-centered curriculum is the use to which the learner will put language rather than that which the teacher has predetermined.

An ethnographic case study of secondary southeast Asian students learning to read and write in English was done. An ESL classroom in a Northwest U.S. urban high school was observed twice a week throughout one school year. The observer, named Susan took extensive notes and audiotaped several classes. Written materials were also collected and teachers and students were interviewed.

Susan's classroom walls were filled with pictures. The bookshelves were filled with boxes of word games. She also had old magazines, children's books, ESL textbooks, dictionaries, and scrap paper. Journals were also used in the classroom.

She had desk chairs arranged in a small circle. She read a children's book about a Japanese stonecutter to the children. As she read the book, she asked the students to look for similarities to the story they had read the previous day. The students asked questions about the pictures and then responded to the teachers questions about the similarities and differences from the earlier story. One student asked "What is this story trying to tell us?" Another student responded, "Just be what you are."

After the reading, the students read aloud their answers to questions assigned on a story discussed the previous day. Then the teacher introduced the next writing assignment, to retell a story that they had heard as a child. During the next two weeks, the students would read and listen to several children's stories, discuss literal and inferential interpretations of the stories, and write three drafts of their own stories. They also would carry on a dialogue with their teacher through journal entries.

The choice of activities and materials reflected the notion that language should be meaningful to the learners. Throughout the year the students read for pleasure and information, wrote to express themselves, to share information, and demonstrate academic competence. Language was more meaningful when the materials were authentic. They read newspaper and magazine articles, short stories, poems, autobiographies, and drama. They also read children's fiction, folktales stories from other societies, and science fiction.

All writing activities were closely related to the reading. This reflects the whole language principle of integrating reading and writing. Students wrote letters to other students and narrative and expository essays. The focus in writing was on function and not form. Susan wrote brief comments on their drafts focusing on content not on corrections of form. She believed that correcting their grammar would not help them improve their writing. Peer revision of writing was encouraged. The students' growing awareness of literary style was evident in their revised essays.

While Terdal focuses on reading and writing, Adunyarittigun focuses on how to implement whole language in the classroom. Adunyarittigun states that in whole language, lessons begin with the whole and work to the parts. Lessons should be learner-centered in whole language. There should be a meaning and purpose for learners in each lesson. The students should be engaged in social interaction. All modes of language should be developed simultaneously. The students' native languages should be used in instruction. When lessons involve the learners' interests the students are motivated to learn.

It is more comprehensible for second language readers when language is whole. This allows learners to use their previously acquired knowledge. Comprehending the text allows students to master the parts of the language and learn new vocabulary and its concepts. It also allows learners to master the phonics of the language.

Lessons should be learner-centered. ESL teachers should draw on the background knowledge that the second language readers already have. To insure comprehension, the teacher should activate the schemata of the students and extend their prior knowledge. The teacher should also provide texts about the readers' culture at the beginning stage of second language reading. ESL learners have a better chance of comprehending something that is closer to their own cultural experiences.

The students' interests and needs should be kept in mind when developing lessons. Having an one-on-one reading conference with students is a good way to learn about their interests. Another way of learning about the students' interests is through interest inventories. Having the students share the responsibility of planning the lessons with the teacher will help gear the lessons towards the students' needs and interests.

Lessons should have meaning and purpose for the learners. Second language readers learn a language when they experience it. When good literature is used for reading, students are motivated to read. Shared reading, sustained silent reading, and reading aloud are some ways to expose students to literature. Reading aloud can help second language learners learn the rhythm, intonation, and syntax of the new language. Content area reading can also motivate students to read.

Lessons should engage groups of students in social interaction. Having students share their interpretations can help clarify questions and help with their comprehension. In Vygotsky's Zone of Proximal Development, each reader has his own zone of understanding. Having readers interact with each other can extend this zone of understanding. When second language learners interact and communicate in the target language they learn how, when, and where, to use utterances. Integrating second language students with first language students can make second language learning more meaningful.

Citing Hudelson and Krashen, Terdal encourages the use of the students' native languages in instruction. The student's first language is critical in providing comprehensible input and in building background knowledge at the beginning stage of second language learning. By allowing second language students to discuss texts through their first language teachers can help them gain self-confidence and have a positive attitude towards school.

Second language learners acquire a language more effectively when they have a low affective filter. A positive orientation to speakers of a second language, low anxiety, and considerable self-confidence can help lower the affective filter. A teachers' misinterpretation of the second language learners' linguistic competence through standardized tests may enhance the learners' affective filters and make second language learning difficult. Labeling the second language learner as limited English proficient lowers their self-confidence. Correcting students mistakes immediately causes second language learners to lose self-confidence and avoid taking risks in using their second language abilities.

Like Adunyarittigun, Lems talks about how to integrate whole language in the classroom. Lems states that language arts are integrated in whole language. They are a means to an end. In whole language, students are immersed in literacy events. Students should be surrounded by authentic print in whole language. Students learn by doing. Teachers value each students' unique background, experience, and learning style. Learning is considered to be a collaborative activity in whole language. The students are responsible for their own learning while the teacher helps in the learning process. The assessment in whole language is authentic.

Language is a social activity and is best learned when the students are motivated and interested in the topic on task. The teacher has to create a climate that includes natural motivation. The teacher also has to guide the progress of the learners and offer encouragement and model the language use.

A whole language classroom is filled with literacy events. One literacy event is having letter boxes for students to send each other notes and letters. Another idea is to have a thematic "sentence of the day" by the door which children read when they arrive. Dialog Journals in which a running dialog, in writing, takes place between teacher and students or between children and parents and contain no editing or corrections by the experienced writer is another great idea. Some other literacy events are: going on regular visits to the library and checking out books chosen by the students, daily reading aloud, group story writing and illustrating, and browsing through books in the classroom for pleasure reading.

ESL students should be surrounded by authentic print. Examples of authentic print are medicine bottle prescriptions, road maps, or letters from pen pals. Story books are used when the stories are exciting and stimulating for the children. Students are given a lot of free time to do Sustained Silent Reading and Sustained Silent Writing. Printed material is used in the daily routine at all levels.

In a whole language classroom, teachers respect and value each student's unique background, experience, and learning style. Student achievements and other personal features are often topics for writing, speaking, and research. Class time is devoted to giving the students a chance to reveal something about themselves. Class helpers, show and tell, and leadership duties are great ways for students to reveal something about themselves.

Students are placed in mixed ability groups, or mixed across age levels, to engage in common projects. Sometimes older students serve as mentors to younger students. Working together allows children to express their knowledge, ask and answer questions together, develop leadership, and problem-solve. It helps build an understanding of the thinking processes of other learners.

Whole language assessment is authentic and appropriate. Learning is a developing activity. Some forms of assessment are oral reports, writing, or group projects. A portfolio folder of sample works by the child is sent home at the end of the year instead of a report card.

There are a lot of whole language activities for second language adults. Almost any activity involves student writing and then reading back the writing to others. One activity is reading original stories to one's classmates. Creating a group story is another idea. Two other activities are writing a story from pictures and discussing a story the group has just written or read. The main goal is to get all the skills in operation on a regular basis.

Some other forms of authentic print are poems, songs, recipes, food wrappers, traffic tickets, and T.V. guides. All of these things are useful in a whole language classroom. A thematic unit might be used to organize activities around a central theme of interest to the students. The vocabulary word list would be clustered around the thematic unit.

Fantasy acting to develop oral skills and vocabulary is useful to adults and children. Students can write skits on open topics. Acting out excerpts from plays is another way to fantasy act. Short stories can also be acted out. Students can also act out "how to" demonstrations.

There are many ways to teach reading and writing to ESL children through whole language. As long as language is kept whole and meaningful for students this can be an easy task. Of course the activities have to be interesting and stimulating for the students. It also helps when the activities draw on the students previous knowledge. A learner-centered classroom can lower an ESL students' affective filter and help them acquire a second language. Authentic literature, authentic writing, and dialogue journals are among many of the activities that can be integrated in a whole language classroom.

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TEACHING SPELLING TO SPEAKERS OF OTHER LANGUAGES

Joseph Perez

This paper summarizes three articles which foster spelling strategies predicated on a whole language approach.

The alphabet is an essential tool in teaching spelling; therefore, a successful ESL curriculum will implement teaching strategies that consider the three distinct identities within the alphabet: symbols, letter-names, and sounds.

These three identities help minimize the misconceptions in language learning, especially spelling.

Research on spelling

Odisho concedes that spelling in English is a formidable task, notwithstanding this, it is critical to create a teaching methodology for ESL students based on the latest research concerning spelling.

This research comes from the fields of linguistics, cognitive psychology and developmental psychology. Spelling is studied as a developmental process; which also encompasses and activates many cognitive processes through visual, auditory, tactile and kinesthetic manipulations and feedbacks (Henderson and Templeton, 1986; Odisho, p.1, 1994).

Odisho (1994) cites the following examples with respect to these studies:

- Learning how to spell follows a developmental progression.
- Learning how to spell is primarily a conceptual process rather than a rote memorization process.
- Words selected for study should reflect students' level of conceptual understanding of words as well

as the frequency of the words and word patterns.

- Learning to spell depends on the integration with the other language arts of reading, writing and vocabulary development.
- Linguistically, the spelling system of English makes a great deal of sense when viewed from the perspective of how well it represents meaning rather than simply how well it represents sound (Hodges, 1981: 11-13 c.f.; Templeton, 1986; p.4, Odisho).

Despite all this research available concerning spelling, many teachers rely on traditional teaching methods, primarily focusing on phonics.

The identities within the alphabet

The first of the identities are symbols. Symbols are usually used for sequencing, either for enumeration or categorization, without giving importance to the sounds of the letters. For instance, the words cat and city come under the c symbol in the dictionary despite the fact the c in cat represents a [k] sound, and the c in city represents a an [s] sound (Odisho, p.6, 1994).

The second identity is letter-names. They are a group of characters that represent a letter in the alphabet. In some cases the letter-name contains the sound they are associated with but with an additional vocalic element attached to them. Odisho (1994) cites such examples, the letter-names bee and dee include the sounds [b] and [d], but they need the added vocalic element. In others, the letter-names give no indication of their sound. For instance, the letter-names *cee* and *gee* include the [s] and [j] sounds, but the [k] and [g] sound variants are missing. (p.7)

The final identity is *sounds*. In languages like Spanish there consists a close relationship between the letters of the alphabet and the phonemes of the language (Odisho, p.5, 1994). In English this relationship is extremely discrepant. For example, Odisho (1994) notes that a teacher could instruct the following misconceptions, "English has twenty-six sounds (instead of saying has twenty-six letters, but many more sounds)" or, "That English has five vowels (instead of saying it has five vowel letters, but many more vowel sounds)." (P.9-10).

Graphic and Oral Spelling

Odisho (1994, p. 9) defines spelling as "a process of encoding of spoken words in written symbols or in letter names." This definition implies that there are two modes of spelling: graphic spelling and oral spelling. For a speller to use each mode he or she will use different sensory and cognitive processes. The graphic speller transforms the sounds into symbols, while the oral speller transforms the symbols into letter-names.

An ESL student who is not familiar with the letter-names in English and spells a word orally can become confused because he/she is required to memorize the sequence of the word. In contrast, the graphic speller less likely to make a mistake because he/she can actually see a part of the word already written down.

According to Odisho, (p.13, 1994) an ESL curriculum that focuses on phonics or oral spelling may cause confusion in learners that come from languages which have a latin alphabet. The symbols are the same, but the letter-names might be unfamiliar.

Milagros Seda, in her article "The spelling performance of regular and special population students and ways to help them", surveys current studies on spelling performance. In addition, she offers several strategies that will foster spelling achievement in students from authentic writing tasks.

She cites one such study, by Zutell & Allen (1988 p.333) who intended to 'discover what affect Spanish pronunciation and spelling have on children's English spelling strategies' (Seda,1991 p.213).

The study consisted of 108 randomly selected Spanish speaking bilingual students who ranged from the second to the fourth grade.

The English spelling test called for the students to spell four words for each of five categories (Seda, 1991, p.213).

Their English spelling errors were then compared to the letter-name and sound predictions concerning Spanish and English.

Seda (1991) presents various examples:
Predicted misspellings for the word "yell" (initial consonant y), could be "llel", iel, el". The word "speak" (initial blend s), is likely to be spelled "espik".(p.214)

The results of the study reveled that successful spellers in English demonstrated limited Spanish influence.

Consequently, Zuttell & Allen (1988) determined that teachers need to be aware of the influence the first language could have on spelling in the second language. (Seda, p.214)

Thus, Spanish-speaking bilingual students, as well as other students, 'need the information and skills that come from reading, and discussing, writing and revising real, natural language English texts' (Zuttell & Allen, 1988, p.339; Seda,1991 p.214).

Additional research studies in Seda's article (1991) concluded that successful spellers were inclined to use a visual process, whereas the students having difficulties spelling relied more on a phonics approach.

Here are some strategies suggested by Seda (1991) based on her conclusions with the research she surveyed:

1) Devote more time to actual writing.

2) Allow students to correct their own errors.

Many researchers believe this is the most important strategy in learning to spell. When students correct their misspellings, they are focusing on the words they are having the most difficulty learning (Christine & Hollingsworth, 1966; Horn, 1967).

3) Use a multisensory spelling strategy such as (3SWC-R). The student will follow a process where he/she will: See the word, say the word, spell then write the word, check and repeat the process (Allred, 1987;Fitzgerald,1951;Graham & Miller, 1979; Horn, 1954; Hunt et al., 1963).

4) Choose high frequency words.

5) Students do not need to learn to spell content area words.

The final essay by Ethel Buchanan "Spelling for the whole language classroom", (1994) agrees with the other authors that learning to spell is a developmental and cognitive process.

Buchanan considers spelling to consist of five stages: The pre-phonetic, early phonetic, advanced phonetic, phonics, and syntactic-semantic stage (Henderson & Beers, 1980; Buchanan, P.195, 1994).

In the pre-phonetic stage, children's scribbles are seen as taking the initial steps in learning how to spell (Ferreiro & Teberosky, 1982; Temple, Nathan & Burns, 1982).
These scribbles are observed as symbolic of ideas and objects.

In the early phonetic stage children spell according to how they articulate speech sounds when saying the letters of the alphabet or a word. For instance, the student might spell "prk" for the word park (Buchanan, 1994).

When a student begins to use vowels in his/her writing, this is an indication of the advanced phonetic stage. The student will tend to overgeneralize sound-symbol relationships, whereas in the phonetics stage the majority of misspellings came from sound production cues. In other words, in the phonics stage the student spells the word the way it sounds to him/her. For example, a misspelling in the phonetic stage could be "Hafta" for have to (buchanan, 1994).

The last stage, the syntactic-semantic stage, the student becomes aware of the importance of grammar and meaning in spelling. Buchanan (1994) suggests that teachers in this stage concentrate on introducing root words, homophones, and doubling the final consonant when adding a final suffix.

Buchanan also concludes her essay with some helpful strategies to improve spelling using a whole language approach. Some suggestions are:

1) The teacher should provide appropriate feed back and model standard spelling. Here, Buchanan makes an analogy where she compares the spelling process to the writing process. According to Buchanan, spelling is a process that is based on prior knowledge; thus, it is more important that the student express his/her ideas using inventive spelling mistakes, rather than solely concentrating on the word being spelled. Similarly, It is important that the writer jot down his/her ideas in a rough draft and revise his/her work. In both cases, feed back from the teacher is essential to help the student succeed. (p.181, 1994)

2) In the pre-phonetic stage, Buchanan (1994), encourages that the students make a connection between their symbols and words. She suggests the teacher label everything in the classroom and have the students memorize poems and nursery rhymes. Then in order to reinforce what they have learned, show the students the poems and nursery rhymes in print. (p.186)

3) Student-teacher spelling conferences. In these conferences, the teacher will meet with a student to discuss what he/she has written. During the conference, the teacher is keeping a record of the students misspellings and looking for similar patterns in his/her work. The student will then pinpoint his/her

mistakes. The purpose of the conference is to let the student have a greater understanding of the spelling system by using his/her own spelling errors as guides. (Buchanan, p.199, 1994)

In conclusion, a whole language approach to spelling allows a student to develop his/her skills through a systematic and developmental process.

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Reading and Writing and how they Relate

Tami Rosenstein

Writing and reading share much in common. Integrating reading and writing allows students to engage in reading experiences that are meaningful. The following articles explore the relationship of reading and writing and the second language learner.

In their article, "Inviting Children to make Connections Between Reading and Writing," Samway and Taylor discuss connections between reading and writing that three non- native English -speaking middle school children related.

Practitioners can not rely on intuition when making inferences about how children's reading has influenced what and how they wrote. By speaking directly with the students about issues, the instructor is better able to understand the students as learners. Taylor and Samway interviewed students to find out how their reading influenced their writing.

The subjects were three middle-school students from a suburban neighborhood in Massachusetts. They were from various ethno-linguistic backgrounds.

Students attended a pull -out ESL class two to three times a week. Classes were approximately fifty minutes. The students wrote on self- selected topics.

They met with their peers and their teachers to discuss their writing. Students corresponded with Taylor in a reading dialogue journal and with Samway through letters.

Their correspondence reflected upon the books they were reading out of the class and afforded them opportunities to be thoughtful readers and writers.

Children made many connections. They talked about how the books influenced the content of their stories, the choice of vocabulary and the mechanical features they chose to use when writing. They also realized how genre, leads and plausibility influenced their writing. Children were analytical and learned what they could and couldn't do as writers.

For example, one child talked about how O. Henry influenced his writing.

O. Henry's unpredictable endings influenced Eduardo's writing, as he always tried to write stories that had unexpected endings. Another child enjoyed reading Fairy Tales and used this genre as a model.

Another example of how what students' read influenced his/her writing was evident when one child discussed the importance for an author to begin their story with a captivating lead. One student noticed that by beginning their books with a dialogue authors were able to captivate the readers attention. When she wrote her own stories she used this knowledge.

Another area for which children made connections in the books they read and the stories they wrote was when they were confronted with issues of plausibility. One child wrote a fable. After he submitted it to his teacher and they discussed whether certain aspects were plausible or not, the student realized that although authors have considerable license there are also boundaries (Samway & Taylor 1993).

By affording students multiple opportunities for written reflections (talking and writing about literary processes, self -selection of materials and writing topics, peer and teacher writing conferences) students became part of a learning community. Being part of a learning community enabled students to help each other generate writing topics, select books and read and refine ideas. This type of experience provided the children with the opportunity to develop reflective skills enhancing their literary development.

Congruent with Samway's and Taylor's findings are the findings in the article, "To Read you must Write," by Hayes Bahruth & Taylor. In this article the authors discuss approaches that were used to teach English to fifth grade children of Mexican descent. The students were limited English proficient. They had a low academic self -concept. Students academic self- concepts were so low that each perceived learning and school as an assortment of impossible tasks. (Hayes, et al 1985) Furthermore they viewed themselves as failures. They did not want to be in school.

Much of this low academic self concept was fostered in previous classroom experiences . There the teachers did not provide the students with meaningful activities. Furthermore, the classroom atmosphere did not provides students with a secure environment. These factors raised the affective filters of students, decreasing the chances for learning.

Based on these findings the authors coordinated a program in which students felt secure. In doing so the authors provided students with ample opportunity to write, enabling them to learn to read and write.

Initially instructors read to the students in order to increase their awareness of how stories work. Hayes and colleagues would read aloud the first few pages of a few stories and stop at crucial points in the stories. Then they would offer the students the opportunity to finish the stories at home. Students were eager to take home the books.

Furthermore, during these first few weeks the authors introduced the students to the dialogue journal. This changed students from non writers to writers. Teachers set aside fifteen minutes a day for students to write in their dialogue journals. Students were asked to write a minimum of three lines on a self selected topic.

Over time students became better writers. Entries were longer while at the same time students' spelling and punctuation improved. Writing was more legible and organized.

The authors believe that the dialogue journals worked because the teachers focused on content and not structure. The goal was to desensitize students to errors. Journals were read by the teacher but were never edited for mistakes. The teacher's response would correctly model the desired structure.

They wanted students to understand that reading could be important and relevant to their own lives. They wanted to develop their fluency and turn students in to writers. The journals accomplished far more than the authors intended. They provided a natural language exchange for students. Their very nature provided students with an audience. Students were most eager to receive the replies.

Furthermore, children acquired more English skills. They used English in their classrooms. Their academic self concept improved. The journals helped students develop a positive self image.

Eventually students were secure writers and asked teachers to edit their texts. Teachers were reluctant because they did not want to jeopardize the writing content.

Throughout the year the teachers continued to read to the students and eventually turned to content areas such as social studies, science, and mathematics for sources of writing ideas. Students began to write academic expository essays and published them as books.

For each book students would select a theme. Then they would talk about it as a class. Following that the teacher and students discussed what would go to the essay. Students wrote a first second and third draft. The third draft was edited and then published as a book.

Hayes and colleagues concluded, that the results of the program were significant. Students averaged a three year growth in reading proficiency as measured by the Individual Reading Inventories.

In the third article, "Writing one's way into Reading" by Vivan Zamel the author discusses the need to integrate writing with reading. To begin with Zamel discusses current teaching trends regarding reading. Reading is taught in schools in such a way the it fosters the impression that is a receptive and static process, rather than an active participatory one (Zamel 1992).

Zamel states that teachers often have students read to find a particular idea. In doing so students may answer the questions by looking through the text rather than by understanding the text. Thus students may conclude that the purpose of reading is to answer the questions. Students are denied the opportunity to interact with the text in meaningful ways.

In this type of classroom students begin to view themselves as poor readers. They assume that in order to read one must understand and remember all that has been read.

They are focused on getting the definitive meaning. They believe that the difficulties they are encountering are a sign of a problem that resides in them. They become afraid and they stop taking risks. Thus they stop learning.

The growing research in reading theory refutes this type of approach. Reading has as much to do with what the reader brings to the text and how the reader interacts with the text. We must allow the readers to contribute to and to make connections with the text.

When making connections between reading and writing we assure a unidirectional effect for reading on writing. This is not the case. If reading and writing are fully integrated, then writing allows one to discover and consider one's feelings, interpretations, reactions to a text. It makes the text more overt, concrete and tangible. By writing we are using interpretative strategies that give us insight into our meaning. Writing provides a unique opportunity for the reader to find a particular way into the text.

Just as one must be careful not to let reading dominate writing one must be careful not to let writing dominate reading. Writing must be used in such a way that it allows the reader to view reading as a work in progress. Writing is a way to re -see texts. It provides a way to work out a reading. By doing so it allows one insight that may have been inaccessible at the time the text was read.

The authors go on to suggest various ways to implement such an approach. One example is to use journals as a method for fostering writing and reading development. Another example is the use of a dialectical notebook in which students write a passage in one column and then write their reactions in another column. These passages reveal particular associations that the student is making with the text and demonstrates how writing these reactions is essential in interpreting the text.

Yet another possibility that Zamel discusses is to have students mark certain passages or make some forms of reflective comment as they read. In doing so students have a conversation with the author and become actively involved in the reading.

By inviting students to consider their own ideas first, students make a connection that may not have been established otherwise. It enables them to better understand and analyze and to take issue with what they have read about. It allows them to approach reading from a position of authority (Zamel 1992)

Finally, the author suggest that instructors sequence assignments so that students are guided to address reading issues from different perspectives. In doing so the author helping them uncover and think about what they already know.

Students learn that reading involves active negotiation between the reader and the text and that who the reader is and their prior knowledge affect that negotiation (Zamel 1992).

These instructional strategies were suggested by the author to demonstrate how reading and writing can relate to one another. They are activities that allow students to discover that reading is an active and generative process.

The author concludes that reading and writing share much in common and that by allowing students to review reading and writing in a reflective way student see that reading helps to know writing and writing helps to know reading (Zamel 1992).

In conclusion it is important to view reading as an interactive proces where the focus is not on the retrieval of information. As writing is an act of composing so to is reading (Zamel 1992).

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ABSTRACTS

The Use of Portfolio Assessment with ESL Learners to Promote Literacy

By Ellen Goodman

This paper provides the reader with a synopsis of 3 ERIC documents concerning the current theories and varied methods of implementation of the Portfolio Assessment Approach for the evaluation of English as a Second Language (ESL) students.

The study conducted by Walthen, Smolen, Newman and Lee examined the use of student-managed portfolios and concluded that the development of metacognitive and higher order thinking skills increased student self-confidence and that effective time management skills also resulted from this approach.

In her article, Margo Gottlieb presented her idea for the implementation of portfolios: a developmental approach to the organization, management and analysis of individual student products of learning which she labeled "The Cradle Approach."

In the last article, Moya and O'Malley present a detailed model for the use of portfolio assessment with ESL students by providing their definition of what portfolio assessment should be, its characteristics, assessment activities and a rationale for its use.

How to Assess the L2 Writing Process

By Betsy Gorman

This ERIC summary describes the views that 3 authors hold on the question of how the developing writing skills of English as a Second Language (ESL) students should be assessed.

C. Kepner conducted a study to determine if teacher feedback should be based on errors of form or more focused on the writer's content and meaning. Her results showed that message related feedback helped to improve the quality of writing and promoted critical thinking skills, whereas error corrections were not beneficial.

Two additional studies, one written by Calk and the other by Johnson and Mendonca both examined and confirmed the benefits of using a peer review process for assessing the writing samples of ESL students.

The Use of Portfolio Assessment with ESL Learners to Promote Literacy

Ellen Goodman

Educators are in agreement that there is a need for some type of authentic assessment to insure that our English as a Second Language students are learning and succeeding. The authors of the following three articles are advocates of the Portfolio Assessment Approach. This summary of articles is meant to provide some insight into the various theories and ways to implement this approach.

The authors (Walthen, Smolen, Newman and Lee) of Developing student self-assessment strategies, are advocates of the portfolio approach to student self-assessment.

They believe that the process of collecting and assessing student-managed portfolios has many advantages for the students as well as the teachers. The process empowers students to become decision makers in their own learning, to work collaboratively with teachers and other students, and motivates them while developing a sense of responsibility and ownership in their education.

The authors assert that one way to promote these outcomes is by focusing on teaching the students to become independent learners through the use of strategies. Strategies such as goal setting and self-evaluation help students to become sensitive to their own needs while acquiring the skills necessary to set reasonable goals and critically examine their own work. These metacognitive strategies also enhance the students' self-knowledge and self-confidence. This process assessment package can be used from kindergarten to college to demonstrate the individual progress of each student.

This article presented how a middle school teacher (Tracy Walthen) promoted self-assessment with her ESL students through the actual implementation of student-managed portfolios. The challenges for the teacher in implementing this approach, as well as the students' responses and overall success of the approach, were also examined.

Walthen collaborated with teacher educators in developing the portfolio system described in this summary. Her portfolios were designed to develop metacognitive skills as the route to student directed learning.

A working portfolio was maintained for each student containing the product and process versions of their weekly literacy activities. A the end of each week, the students selected the pieces that best represented their academic growth. These samples along with a student written reflection explaining why they chose that piece were then placed in a showcase portfolio. The showcase portfolio was used to chronicle their academic growth.

In addition to the portfolios, Walthen also used goal cards, time planning sheets and daily learning logs as management tools in the assessment program.

Ultimately, the goal cards were of great significance concerning student involvement in the portfolio process. They were used to establish personal goals, to determine the focus of the student's learning, to serve as a reminder of those goals and finally to self-reflect on whether or not those goals were met. The goal cards initially did not serve the intended purpose because the student's goals were too simplistic. Walthen helped them to design a more meaningful goal setting activity, incorporating reading strategies, which became a project unto itself. Through the use of modeling, brainstorming, cooperative and large group discussions, they were able to devise a framework which enabled them to select, evaluate and reflect on appropriate goals.

The time planning sheets, a type of graphic organizer, helped the students to stay on task by planning and scheduling their own learning activities in collaboration with the teacher.

The daily learning logs, where students recorded reflective statements regarding their reading activities, provided Walthen insight into her students' thinking and reading development.

The authors concluded that students benefit by building an assessment partnership with specific goal centered activities such as those used by Walthen. The students developed metacognitive skills, higher order thinking skills, self-confidence, and learned to use their time more effectively.

There are various approaches to the designing of portfolios, many with differing contents and purposes as is evidenced in the following article.

Margo Gottlieb, the author of Nurturing student learning through portfolios believes that portfolios can be an excellent vehicle for organizing, managing and analyzing the rich and descriptive information pertaining to the processes and products of learning. She asserts that portfolios can be used with any age level, any language, and through multiple means. Portfolio use allows students to claim ownership and assume responsibility for their own learning.

In this article Gottlieb outlined her developmental portfolio scheme named the CRADLE Approach. The six portfolio categories can be viewed independently or as stages along a continuum. As they move farther to the right along the continuum, the portfolio types become more structured. The following illustrates the ***CRADLE Approach*** to portfolio development:

__C__ollecting ⇒ *__R__eflecting* ⇒ *__A__ssessing* ⇒ *__D__ocumenting* ⇒ *__L__inking* ⇒ *__E__valuating*

Gottlieb believes that because portfolio development is a natural and dynamic process there will be some cross-over and interaction between the categories.

In the CRADLE Approach, *collections* of student work should be confined to one area, such as a content area or an integrated theme. The first step in designing the collections portfolio would be to brainstorm with the students, generating a list of tasks or projects for the selected learning area. Graphic organizers would be helpful to language minority students in order to contextualize learning. The next step would be to determine the mode by which evidence of learning will be provided, such as work samples or multimedia. The last step in this process would be to formulate a set of guidelines for choosing collection pieces.

The *reflection* portfolio is centered around the student's perceptions and strategies utilized in acquiring knowledge. Gottlieb asserts that it is the teacher's role to enhance the student's metacognitive and affective awareness in learning. This can be accomplished through the use of response journals, reading logs, and entry reflections.

The *assessment* portfolio is where the reliability and validity of the portfolio contents are established and maintained. Specific criteria, possibly in the form of a rubric should be combined with the collection and reflection samples. The validity of an assessment portfolio requires the data collection to be systematic and depends on the alignment of curricular objectives and outcomes with assessment tasks and rubrics. Gottlieb thinks that students should work with the teachers in the development and use of the rubrics, and that the rubrics should be modified for students needing support services.

The author believes that when portfolios *documenting* achievement are utilized in meeting compliance with federal, state or district regulations, they can be considered legal documents and can be maintained as permanent student records. She further states that other data sources, such as standardized testing, anecdotal notes and running records can be incorporated into this portfolio.

When portfolios are considered legal documents, it becomes important to *link* this information with the students. Linkages can serve as connections from one setting to another as students move from grade to grade or school to school promoting continuity within the system.

In the CRADLE Approach, the *evaluation* portfolio provides summative data at the end of an academic year or thematic cycle, which can be used for educational decision making. The author believes that the evaluation portfolio may eventually replace the traditional report card. This portfolio also provides the opportunity to evaluate educational practices at the teacher, grade, program, school and district levels.

In conclusion, Gottlieb states that movement along the CRADLE continuum requires the cooperation of students, teachers, administrators and parents in order to realize the benefits of this approach.

The following article, A portfolio assessment model for ESL by Moya and O'Malley provides the reader with a definition of portfolio assessment, a rationale for its use and describes a detailed model of portfolio assessment.

They define portfolio assessment as the procedure used to plan, collect and analyze the data maintained in the portfolio. They define a portfolio as a collection of the student's work and self-ratings. The authors assert that if a portfolio is to be used for educational assessment, it must be the product of a complete assessment procedure, demonstrating the scope of the students' capabilities and one that has been systematically planned, implemented and evaluated.

Moya and O'Malley state that there are five features which are characteristics of model portfolio procedures. They are as follows:

- A comprehensive collection of data utilizing both formal and informal assessment procedures, with only high-priority information being selected.
- Because of the purpose of a portfolio, its contents, collection schedule and performance criteria must be predetermined and systematic.
- It must be informative, creating meaning for teachers, students, staff and parents.
- Assessment materials and procedures must be tailored to match information needs, reflect student characteristics and coincide with student linguistic and developmental capabilities.
- The portfolio should contain information based on assessment that reflects authentic activities used in the classroom.

The authors' theoretical rationale for using portfolio assessment in ESL is based on the need for adaptable assessment techniques, the limitations of standardized testing, and the complexity involved in the individual assessment of students' language proficiency at the levels of knowledge, skills and capabilities.

The Portfolio Assessment Model for ESL as proposed by Moya and O'Malley includes several interrelated levels of assessment activities. They are as follows:

- Identify the purpose and focus of the portfolio by establishing a portfolio development committee to coordinate assessment practices. The committee should determine the purpose, identify the instructional goals, and guide the content of the portfolio and the criteria used to assess student language development.

- A careful selection of assessment procedures is important when planning the portfolio contents. In order to ensure the validity of the conclusions reached from the assessment, the balance between objective and subjective techniques must be maintained. In determining the frequency of assessment, the committee should strive to balance the need for comprehensive information with the need for a practical approach to demonstrate longitudinal evidence of student growth.
- The portfolio analysis design is where the committee sets the standards and criteria for the interpretation of the portfolio contents, bearing in mind individual differences in language attainment. Three criteria or reference points that can be used to interpret the portfolio information are: individual performance across time, mastery of skills, and relative group standing. The procedures for integrating portfolio information need to be determined by the committee so that the emerging patterns of language that develop demonstrate individual student competencies.. The authors suggest the use of a simplified version of an ethnographic technique called domain analysis, for the integration of the portfolio information. The portfolio should be reviewed at predetermined intervals, such as every four to six weeks or after major study units, making the nature of the portfolio formative rather than summative.
- The cumulative information from portfolios serve various instructional uses and can be divided into two types. The required portfolio contents maintain basic information related to instructional goals or educational decisions and would be of interest to administrators as well as teachers. The supplementary portfolio contents

provide a comprehensive picture of the individual student's language and content skills. Through the active involvement in the assessment process the students' cognitive and metacognitive skills are strengthened, their sense of control and self-determination in learning are also increased.

- The portfolio committee must identify procedures to verify the accuracy of the portfolio information and to validate portfolio procedures and instructional decisions. Although they admit that it is a costly and time consuming process, the authors recommend a predictive validity study to satisfy this goal.

Moya and O'Malley assert that portfolio design is a collaborative process where the support of the school district, and the involvement of staff, students and parents are essential to the success of this approach. In conclusion, the authors state that although the portfolio assessment approach has its merits, establishing its validity and reliability may prove to be substantially more difficult than is the case for quantitative approaches. They further state that without district level backing and the extraordinary commitment needed from all committee members, it is improbable that the portfolio procedures will be implemented and maintained adequately.

The proponents of this approach agree that there is a need for a dynamic individual authentic assessment of students' language proficiency, and that portfolio assessment may be the answer. Although each article describes a different approach to the implementation of portfolio assessment, the expectations, benefits and difficulties encountered are quite similar.

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How to Assess the L2 Writing Process

Betsy Gorman

Many ESL programs have adopted a whole language approach to underline their curricula. Along with this curriculum, new ways of teaching the writing process have also been adopted. With this, assessment strategies also had to be changed to enhance the development of the writing process of ESL students. There seems to be a relationship between feedback and the development of second-language writing skills. First, the advantages and disadvantages of certain types of feedback, most notably an error corrections style vs. message related comments, must be compared to specify which approach should be used. The different sources of feedback, teacher response or through peer review, also have significant effects on the students writing development.

In recent years, there has been a debate as to how to respond to students' writing; should feedback take the form of error corrections or should it pertain more to the content of the writer's message. Kepner (1991) identifies specific types of corrective feedback or teacher response that are helpful to ESL students of all levels of proficiency. In her study, she sought to devise a model of written feedback that would relate to the promotion of higher-level writing skills.

L2 writing achievement has been traditionally defined as a mastery of surface skills required for producing a written document. Traditional ESL teachers provide their students with corrections of their grammar, vocabulary, and syntax at the sentence level. To embody this practice, all sentence-level errors in the students writings were identified, corrected, and explained. In this case, the learner was viewed as a cognitively active participant who sought to understand and correct his or her grammatical and lexical errors.

The other type of feedback response used in this study was message-related comments. This view of feedback goes beyond the sentence-level errors to assess the more global meanings conveyed by the writer. The focus is on what the writer was saying and not how they were saying it. "The assumption was that student learning is governed by a communicative need; that the need to express meaning is the primary motivating force in language learning, and that form will arise and be acquired out of attempts at communicating" (Kepner, 1991, p. 306). This type of feedback does not point out errors but responds to the meaning in L2 student text in complete L2 sentences and paragraphs. The view of the learner was of a cognitively engaged writer who sought meaning in their text.

The independent variable was the type of written feedback, message related comments vs. error corrections, which appeared in written form on the students' journal assignments. One group received the message related feedback, following a whole-language approach. The other group received the error corrections feedback which reflected traditional teaching practices in L2 teaching. The study's design included random assignment of subjects into two groups subjected to semester-long administration of treatments and measurement of post-test only.

Data was collected from both experimental groups. The data from the error correction measures suggest that the consistent use of L2 teachers' written error corrections as a primary medium of written feedback is ineffective for promoting the development of writing proficiency in the L2. The error corrections did not aid in improving students' levels of accuracy in L2 skills nor enhance the quality of L2 students' writing.

The data did suggest that the use of message related comments as a primary medium of written feedback is effective for promoting the development of writing proficiency in the L2. This type of feedback was beneficial to the quality as well as the accuracy of the writing process of the L2 learners. It would seem that the message related feedback communicates a personalized encouragement and also uses content related comments designed to promote critical thinking. It was concluded that the use of this type of feedback is essential to developing writing proficiency in emerging L2 writers (Kepner, 1991).

Now that the types of feedback have been discussed and analyzed, the source of these responses must also be considered. Caulk (1993) compares teacher versus student assessment of ESL students' written work. Caulk investigates what happens in peer response activities by answering two essential questions: Do students give good advice to their peers and what were the differences between teacher and student responses to L2 writing samples.

To answer his questions about peer response, Caulk had his students distribute copies of their essays to other members of their writing group. The students commented on each others essays while Caulk also wrote comments on their works. He found that peer responses did provide students with helpful information for editing their papers. He came to this conclusion by comparing his comments to the peer responses of the students' writing to see what percentage of his comments were mentioned in the comments of the peer responses. He found that 89% of the students made suggestions that he considered valid. Also, 60% of the students made suggestions which he had not mentioned in his comments. Students got very little bad advice, only 6% of the peer responses contained advice that he did not agree with.

Although the peer responses offered good advice, there were noticeable differences in the types of responses between student and teacher responses. In this study, the two responses seemed complimentary. However, the student responses seemed to be very beneficial in that they were not written by an authority figure, they have provided students with feedback without giving the feeling that they are obliged to take this advice. This type of feedback is a more naturalistic response because students received feedback from people who reacted like real readers.

Caulk's (1994) study suggests that peer review is beneficial to the writing process of L2 learners, while Johnson and Mendonca (1994) discuss what goes on during peer reviews and how these responses shape L2 students' writing. The subjects of this study were 12 nonnative speakers of English enrolled in a writing class for international graduate students. This study utilized three sources of data: the transcriptions of peer review sessions, students' written texts, and post interviews with the students. The results of the post interviews determined that the students perceived the peer responses as beneficial to their writing development. The study confirmed the claim that "peer reviews force L2 students to exercise their thinking as opposed to passively receiving information from the teacher" (Johnson and Mendonca, 1994, p. 765). The peer reviews allowed the students to use what they knew about writing to revise their works. The questions of the students helped the writers understand what was unclear in their essays. The writers were also able to develop a sense of audience awareness. The findings show that peer reviews increases the communicative power of the students by encouraging them to express their ideas.

The results of the experiments of Caulk (1994) and Johnson and Mendonca (1994) confirm and explain the benefits of peer reviews as a tool for assessing the writing samples of second language learners. These studies also point out important pedagogical implications for L2 writing instruction. Teachers should provide their students with opportunities to engage in peer reviews of their works. Peer reviews allow the students to negotiate their ideas collaboratively as well as develop a sense of audience.

The studies of the peer reviews indicate that they are a viable source of feedback in assessing L2 writing samples. Although they suggest that the peer reviews and the teachers responses can compliment each other to provide further feedback to the L2 learners, it was noted that the peer responses offer an added benefit by providing the students with an opportunity to express their ideas in an encouraging environment. Kepner's study (1991) demonstrates that type of feedback is as essential to the progress as the sources of feedback. Whether the source of feedback is a teacher or a peer, a message related type of feedback, one that emphasizes meaning, should be considered as a effective way to develop L2 writing.

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ABSTRACT

An Examination of the Issues Regarding ESL Children with Special Educational Needs and its Relationship to Their Ability to Acquire Communication Skills-Specifically Reading, Writing and Oral Skills

By Kathleen Freehill

This paper discusses the research conducted on children with special educational needs who are also learning English as a Second Language (ESL).

The first study conducted by M. L. Rice, M. A. Sell and P. A. Hadley examined the social interactions of children enrolled in a Language Acquisition Program (LAP) and found evidence that the preschool children were aware of their communications skills in relation to the other children and adjusted their interactions accordingly.

The second study, conducted by Angela Carrasquillo and Maria Reyes-Bonilla, was based on the authors' hypothesis (which their results later confirmed) that learning disabled students are able to learn a second language and that there is a social, academic and occupational need for learning disabled students to receive ESL instruction.

Finally, Janette Kettman Klinger and Sharon Vaughn write about a study in which they examined the effectiveness of teacher facilitated strategy instructions and the application of these strategies by the students (without the teacher present) utilizing cross-age tutoring and cooperative learning groups.

AN EXAMINATION OF THE ISSUES REGARDING ESL CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND IT'S RELATIONSHIP TO THEIR ABILITY TO ACQUIRE COMMUNICATION SKILLS - SPECIFICALLY

Kathleen Freehill

The following three studies examine children with special educational needs and who are learning English as a Second Language (ESL). The articles deal with social and academic issues as well as issues relating to the development of reading skills in ESL, Learning Disabled, and Speech and Language Impaired children.

Social Interactions of Speech and Language Impaired Children

by Mabel L. Rice, Marie A. Sell, Pamela A. Hadley

This study was done to examine the social interactions of twenty six preschool children enrolled in a Language Acquisition Program (LAP) at the University of Kansas. Those studied were a sampling of children in each of the following categories: 1) normally developing English, 2) with specific language impairments(SLI), 3) with speech impairments (SI) and 4) non-English speaking (ESL). The findings indicate that there is evidence that preschool children are aware of their communication skills in relation to others in the classroom and adjust their interactions accordingly.

The children were divided into two classes of thirteen. All the children were of normal intelligence as assessed by the Kaufman Assessment Battery and none had any other physical handicaps. The ESL children were selected to be as young as possible and with no older school-age siblings, so that they had no exposure to English at home.

The LAP was designed to provide language facilitation to all children in the classroom. A language pathologist was the classroom teacher. He was assisted by a classroom aide, speech and language pathology student clinicians and interpreters. The student clinicians provided speech and language intervention in the classroom for the SLI and SI children. The interpreters were there to support the ESL children. For the purpose of this study, the clinicians and interpreters were instructed to include all children in their activities during a forty minute play center time during each day.

All data was collected at the play center time. The children were given a choice of which center they preferred to participate in on a given day. These included 1) the quiet area where puzzles and books were available, 2) the block area with blocks and trucks, 3) the art table providing cut, color and paste activities and 4) the dramatic play area where children could act out different themes each day. Then observers followed each child continuously for a five minute period recording all interactions, both initiations and responses. A five minute rest period followed before continuing the process. Three rounds of data collection were combined to equal sixty minutes of observation per child. In this way the observer could capture a pattern of initiations and responses in social interactions for each child.

The results indicated that normal language models initiated significantly more often and had longer responses than any of the other groups. Normal language models were the preferred addressee in peer initiations in the classroom. The children with limited communication skills were more likely to direct their initiations to adults and to use shortened and nonverbal responses. ESL children were the least likely to initiate interactions and were the most likely to be avoided as the addressee of an initiation.

Analysis of the data reveals that social interactions of preschool children are influenced by their facility with communication skills. Data suggests that as young as three years old, children adjust their social interactions to take into account their communication skills relative to those children around them. It is quite likely that if peers did not respond or responded negatively to previous initiations, the communicatively limited children would quickly learns to address their initiations to their teachers or adults in the room. (In a follow up study, SI and SLI children were more likely to have their initiations ignored than were their normal peers and SLI and SI children were less responsive to the initiation attempts of both peers and adults.) Adults are also probably more willing than peers to take the time and effort to try to comprehend unclear utterances of these children. In addition, the clinicians and interpreters in this case, directed more of their language to the target children during the course of the day (except in the play center) as part of their assignment. It may be more natural for the communicatively limited child to interact with these adults.

The potential clinical implications of these findings are significant in that experiencing successful social interactions is central to a child's sense of self-esteem and social role. Children with limitations are susceptible to continuing a negative spiral of social/communication failure. Since self-esteem is so important to a child's ability to learn communication skills and all other skills, these limitations could cause difficulty in the child's future abilities to learn to read and write.

As a result of this study it was suggested that early intervention be used with communicatively impaired children to allow supported interactions with normally developing peers in natural discourse settings. In this way, professionals will observe and facilitate successful social interactions of children with communication impairments as well as those learning English as a second language.

The Development of English Oral Communication in Learning Disabled Spanish Speaking Students in Puerto Rico

by Angela Carrasquillo and Maria Reyes-Bonilla

In Puerto Rico most self-contained special education students do not receive ESL instruction. A group of educators believe if a child has learning disabilities, dual language instruction would only lead to cognitive confusion. Many educators and parents were concerned that there is a need for these children to learn English for academic, social and occupational purposes. This study was done to corroborate the opinion that Spanish speaking learning disabled students are able to learn oral communication skills in English.

The authors' hypothesis is that learning disabled children can learn a second language. It is important for these children to have the right to learn English as a second language so that they can do their academic work adequately and to feel good about themselves just like the students their age in the regular classrooms in Puerto Rico. Learning disabled students do not have serious cognitive problems but the difficulty lies in finding the appropriate technique to learn a second language. It is the role of the special education teacher to find the proper environment and strategy which is best for the learning disabled student to learn. The focus should be on the message and not grammar. It is especially important for special educators to communicate to special education students that their bilingualism is a valuable achievement.

This study consisted of a group of learning disabled students age 8-12 attending a self-contained class in Bayamon II, Puerto, Rico. The variables for learning disability diagnosis used by the district were visual perception, visual memory, and/or poor motor coordination. The children were assigned randomly to the experimental or control groups. Students in the experimental group received ESL using the Natural Approach while the control group used the traditional Audio Lingual Approach (AAT).

In the NAT group, language was introduced in the classroom in a natural environment, similar to that of the first language acquisition. The students were offered a rich acquisition environment with highly motivating and low anxiety activities. The control group used AAT approach which utilizes memorization of dialogues. Grammar was learned through drilling in expansion and conversion of language patterns. The structure of this approach was one involving quick exposure with immediate confirmation of correct form.

The data collected in this study indicate that both approaches showed gains in the English oral communication skills and were not significantly different. A possible explanation for the results is that both approaches emphasize the elements that are necessary to facilitate language acquisition including opportunities to communicate in the target language in both creative and functional ways and the use of role play and games.

The results of this study confirm that learning disabled students can learn English as a second language. Students who participated in both approaches showed gains in English oral communication skills. Following the establishment of an adequate English oral vocabulary base, these children will most likely have the ability to develop reading and writing skills similiar to that of their native language. A recommendation of this study is that all students in Puerto Rico be exposed to learning a second language. Also recommended is a longitudinal study to follow learning disabled ESL students and assess any changes over time.

Reciprocal Teaching of Reading Comprehension Strategies for Students with Learning Disabilities Who Use English as a Second Language

by Janette Kettmann Klinger and Sharon Vaughn

There are about a million students who speak English as a second language (ESL) who have serious learning disabilities (LD). These students usually have reading comprehension problems because of their limited English and the differences in background knowledge from English speaking students. Typically, these ESL students are placed in programs stressing word identification and literal comprehension rather than programs that teach comprehension strategies. Recent studies have found comprehension strategy instruction is a successful approach for improving reading comprehension of ESL students with LD. One approach to teaching comprehension strategies is Palincsar and Brown's (1984) reciprocal teaching.

In Palincsar and Brown's reciprocal teaching, students are taught to use four strategies: a) prediction. b) summarization, c) question generation and d) clarification, in order to improve reading comprehension. The teacher demonstrates the strategies by thinking aloud while reading through the text and then guiding students in a text related discussion. At first she/he assists students with strategy use and gradually withdraws support as it becomes less necessary. When the students become more proficient in applying the strategies, they play the role of the teacher. Reciprocal teaching recognizes that cognitive development takes place when concepts learned through social interaction become internalized.

Research has been done to examine the effects of reciprocal teaching but none examined how students apply strategies learned without teacher facilitation. In this study, cross-age tutoring and cooperative learning groups were used together with reciprocal strategy instruction so that students would be able to use their native language to explain confusing text to one another. Previous research indicated concepts learned in the native language can be transferred to English when the appropriate vocabulary is learned.

For the purpose of this study, twenty six LD 7th and 8th graders who use English as a second language were chosen from a predominantly Hispanic urban middle school. The students all participated in 15 days of modified reciprocal teaching instruction for 40 minutes per day. Groups of 6 or 7 students, facilitated by the teacher, read Social Studies passages and learned the following six strategies: 1) prediction, 2) brainstorming, 3) clarification of words and phrases, 4) highlighting the main idea, 5) summarizing the passage and 6) asking and answering questions about the passage. The strategies were modeled in their entirety by the teacher for two days. Cue sheets, describing the strategies, were distributed to each student. On subsequent days, students took turns leading the discussion in the role of the "teacher" with gradually less coaching. All reading and discussion were conducted in English but students were encouraged to use Spanish at any time if it helped increase understanding of important concepts.

This study examined the effectiveness of teacher facilitated strategy instruction as it related to how students applied strategies when the teacher was no longer present. Cross-age tutoring and cooperative learning groups were the two interventions used in this study. Cross-age tutoring offered the ESL students opportunities for meaningful communication about academic content in either English or their native language. Cooperative learning groups enabled ESL students to gain support from bilingual peers while working on an academic content activity.

During phase II of the study, one half of the group participated in cross-age tutoring and the other in cooperative learning sessions for 12 days. The cross-age tutoring students were trained in tutoring practices and proceeded to tutor 6th graders in comprehension strategies. They were instructed to model strategies for the first two days and then to allow the tutees to gradually use the strategies and to take on the role of teacher in the subsequent days. The cooperative learning group did essentially the same activities as they did in the reciprocal teaching session except that the teacher was no longer acting as facilitator. Both groups read the same passages.

For the most part the results of this study indicate the reading comprehension of ESL students with LD improved with this intervention. Researchers found there was a wide range of students benefiting from strategy instruction. Not only the ESL students with LD who were adequate decoders and poor comprehenders improved but also those who were substantially better comprehenders and poor decoders improved. Initial reading levels and oral proficiency in English rose and students in both the cross-tutoring and cooperative learning groups continued to improve in comprehension even with minimal outside support.

There are some educational implications as a result of this study. Since the range of students benefiting from comprehension strategy instruction was so wide there is a possibility that it could be successfully implemented in a general classroom where LD students are included for instruction. Second, once comprehension strategies are learned, the class can divide into peer groups allowing the teacher to observe and facilitate students as they actively participate in learning.

These three studies indicate that children with special needs should be given the opportunity to learn to read and to communicate, both written and orally, by using alternative methods of teaching such as reciprocal teaching. Special Education children, including ESL children with learning disabilities, need the support and encouragement from teachers, parents and peers to raise their self-esteem and to enable them to accomplish this.

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ABSTRACTS

Multimedia and Technology in the ESL Classroom

By Annabelle Afanador

The use of technology as a vehicle for teaching ESL, such as on-line services, CD ROMs and software with bilingual capabilities is discussed in this paper.

Two articles demonstrate the successful integration of technology into ESL curriculua and a third article examines the limitations of technology when used exclusively to initiate language development.

In the first article, Joseph Bowman and Jean Plaisir observe the positive use of technology in Project T.E.A.C.H. (The Telecommunications, Education and Career Enhancement Project). The second article, by Isabelle Bruder, Herbert Buschbaum, Maggie Hill and Louise C. Orlando contends that technology will facilitate reaching the national educational goals that have been set for the year 2000. In the third article, Carla Meskill relates her hypothesis that technology can alienate the student and hinder language acquisition. Meskill's conclusions were based on the study CALL (Conversational and Computer-Assisted Language Learning), carried out at SUNY Albany.

How Computers Have Affected Reading/Writing Instruction in ESL

By Alexandra Gargaglione

The 3 articles summarized in this ERIC document search present the results of programs in which computers were utilized in the English as a Second Language (ESL) classroom.

The first article written by Alison Piper, who used only the word processor capabilities on the computers in her ESL classroom, found that although the program did motivate the students, it did not improve their writing skills.

In the second article, Andrea Herrmann wrote about how she incorporated the word processor into ESL writing workshop providing an environment conducive to human communication as well as computer interaction, while facilitating the acquisition of the combined skills of reading, writing, listening and speaking.

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The third article concerns M. J. Kim who conducted a study on the effects of computer programs on the oral, reading writing test scores of grade 6 and 7 ESL students and determined that although they were a source of motivation, the computers did not produce a dramatic improvement of the students' L2 acquisition.

The Benefits of Audiotaped Books for Teaching Reading to English as a Second Language Students

By Suzanne Miller

This summary of ERIC documents provides the reader with an overview of the current research on the use of audiotapes as an effective tool in teaching reading to English as a Second Language (ESL) students.

Three authors, I. Blum, P. Koskinen and W. Strauss wrote about the benefits of this method, such as improved reading comprehension, growth in student self-monitoring, and an increased enjoyment of reading because of lowered frustration and anxiety levels.

The final article written by C. Phillips describes a kit containing books and audiotapes in a soap opera format designed to provide exercises in communication, and practice with idioms, syntax and vocabulary, while combining the skills of reading, writing and listening on an advanced level.

Technology Assisted Second Language Reading and Writing Instruction

By Allison Rattner

This ERIC summary concerns the use of audio, video and computer technology to facilitate the teaching of reading and writing to English as a Second Language (ESL) students.

Karen Willets explains in her article how different skills can be acquired through the use of technology-assisted activities, but that technologies and activities should be chosen carefully and must not be the sole method of instruction.

Linda Smith writes (in her evaluation of the four tiered criterion program she developed consisting of reading, writing, speaking and listening), that the use of student audio-taped recordings of their final drafts was found to aid writing skills and increase the rate of language acquisition for ESL students because many different aspects of language were reinforced.

James Pusack and Sue Otto, who wrote a chapter in a book concerning current research in technology-based instruction, assert that computer assisted language learning (CALL) can be beneficial to the second language learner but that instruction using computer interaction should be grounded on the same principles as instruction using human interaction.

Annabelle Afanador

Multimedia & Technology in the ESL classroom

As we approach the twenty first century, we as second language facilitators encounter new vehicles for teaching. Presently, many classrooms are blessed with computers featuring on line services, CD ROMS, and software with bilingual capabilities. These new resources in classrooms allow the students, as well as the teachers, to embark on a new and improved method for learning and teaching. For English as a Second Language learners, technology offers an opportunity to communicate through a common language called multimedia. It also permits students to experiment with language by recreating and revisiting their initial work. Technology offers ESL students an opportunity to overcome the language barriers through an interesting hands-on experience. The following articles provide positive advantages and possible hindrances, the use of technology can offer a ESL learner. The first two articles display productive outcomes of technology, when used as a vehicle to acquire a second language. The final article establishes the effect that technology, has when the facilitator solely relies on computers to initiate language development.

In "Technology Approaches to Teaching ESL Students" Joseph Bowman and Jean Plaisir observe that Project **T.E.A.C.H.** (The **T**elecommunications, **E**ducation, **A**nd **C**areer **E**nhancement Project), combines English as a second language curriculum foundations with the use of modern day technology. The seven month after school Project was initiated by Teachers College in New York City. The project was designed to respond to the educational needs of linguistically disadvantaged children.

The Haitian ESL Students who participated in the project had several activities which included:

- Completing a newsletter
- Creating public service announcements for television
- Producing a 15 minute broadcast quality program

All the activities planned for the project were edited and produced by a group of students. Teamwork became essential for their success, and the students became very aware that they needed to work together.

The project introduced the students to video & television production, and multimedia components via MAC and IBM computers. As the children learned about the techniques on how to handle the hardware components (such as the camera, microphone, scanner and desktop publishing functions). They also had to develop interviewing techniques. They worked hard to develop questions for on the street interviews, write scripts for television, create storyboards, and produce commercials. Throughout the project , instruction was predominantly in English and the students were encouraged to speak and ask questions in English. TEACH focuses on improving students basic skills in English. The program uses computers and other multimedia tools as a medium in the whole language approach. TEACH makes functional language practice a necessity. Thus the students increase their reading and writing capabilities.

What made the program such a success is that it obligates the students to edit their work before final production. Their final projects were not only a success in the classroom but were an even greater success in the real world.

Final Projects included:

- Electronic Journals reaching pen pals in Gambia and West Africa.
- Newsletters (created) were sent to parents, community leaders, elected officials, and other youth programs.
- Video productions were aired on local cable channels all over NYC for several weeks.

This program allows for a hands-on learning experience, making reading and writing the subtle but substantial driving force for the successful completion of their projects. Not only did the children work cooperatively to create a technological masterpiece, they also strengthened their basic skills and became independent thinkers. In the classroom, as well as within their society they overcame the language barriers and persevered. This project allowed the students to have confidence in their abilities to to learn English and productively contribute to their society.

One other outcome that can be attributed to the project, according to the authors, is that the project had an excellent attendance record and a consistent record for finished projects, making project **T.E.A.C.H** a useful intervention program for future high school dropouts.

Technology has become a popular topic, especially in terms of school reform and academic advancement for American schools. In "School REFORM why you need technology to get there," the authors; Isabelle Bruder, Herbert Buschsbaum, Maggie Hill and Louise C. Orlando; discuss national educational goals for the year 2000. The **six** goals are:

1. All children will start school ready to learn.

2. The high school graduation rate will increase to at least 90% .

3. Students will leave grades four, eight, and twelve having demonstrated competency in English, mathematics, science, history, and geography; every school will prepare students for responsible citizenship.

4. American Students will be first in the world in math and science achievement.

5. Every adult will be literate and posses the knowledge and skills necessary to complete in a global economy and to exercise the rights and responsibilities of citizenship.

6. Every school will be free of drugs and violence and offer a disciplined environment conducive to learning.

Although the goals seem attainable, the one factor that hinders the entire process is the nearly two million children that need bilingual education , and the fact that only one third of the children between the ages of 5-14 receive it. The goal of literacy for all students becomes a problem because literacy for all is not equally possible. However, the article offers a tool through which Limited English Proficient students can begin their advancement. Technology.

The article highlights the achievements of Blair High School in Pasadena, California and Rich Miyagawa the English teacher who helped create the technological tools for his diverse student population. The approach helped all students "learn the same language: Multimedia." Mr. Miyagawa guided students to work with computers to reinforce the English language while developing and strengthening their basic skills for reading and writing. A new student entering the program would be paired up with a same language partner and given a couple of days to observe and experiment with the computer. The children actively participated and learned without the confinement of a textbook. If the new student's proficiency level in English was extremely limited she/he could work on the graphics and create HyperCard stacks. The new program did not exclude any student, instead it opened new doors and alternative learning tools for language minority students. The results at Blair High school have been phenomenal; The LEP students have created an electronically published newspaper which has received state recognition. Miyagawa says” after one year, our students made dramatic gains in their grammatical and writing skills, as well as began to speak more and more clearly. Not only are the students passing the test, they are more efficient and more successful in their class subjects.” This new approach allows the students to learn by lowering the affective filter. The students do not concentrate on learning the language, they utilize content as the vehicle to develop language naturally. The use of technology offers them a unique opportunity for cooperative learning groups, and language exploration.

The authors as well as the interviewee’s felt that although technology is important, it can not stand alone as the solution for America’s school reform. However, technology remains an essential element not to be forgotten in the educational challenges offered by the twenty - first century.

Technology for the most part has been well received. However, there exist certain academics who feel that technology can alienate the student. In “ESL and Multimedia: A study of the Dynamics of Paired Student Discourse”, Carla Meskill discusses the constraints she observed in a study at the State University of New York at Albany. She studied Conversational and Computer -Assisted Language Learning **CALL** to formulate the hypothesis that, contrary to popular consensus, computers isolate language rather than act as a vehicle for further language acquisition. She feels that using the computer as a tutor for language acquisition limits the student's natural conversation skills; mainly because she feels that children do not face each other, but instead face the screen. Meskill see's the computer not as a initiator of language development activities but rather an entertaining obstacle towards the acquisition of a second language.

The study examines the interactions of pairs of language students working with technology, specifically with multimedia computers.

Carla Meskill cites computer usage by ESL students as having:

1. **Cognitive interference:** Students come to the machine with single user mind set, and perceive the program with a viewer mind set

2. **Social inferences:** Students are likely to be accustomed to establishing and maintaining social roles through conversation while task-intent/product oriented; the physical set up, moreover, prevents use of non verbal compensatory strategies.

3. **Linguistic limitations:** Students lack the tools to engage in the negotiation of meaning under these conditions, the tools required to establish and maintain this genre of conversation.

Technology today offers a new realm of opportunities for all students. However, for the ESL student it offers an opportunity to participate and learn the target language; while strengthening their reading and writing skills. Technology empowers the students and allows them to feel like contributing citizens. Carla Meskill's study, although negative, offers an insight on the unproductive effects technology has if not used properly. However, as best stated in the article on School Reform "Technology by itself is not the solution...But it is an essential part.” of the solution to literacy for ESL learners. Perhaps, Meskill needed to recognize that technology and the use of multimedia needs to be perceived as a tool for a whole language development experience, not as an independent language producing device. In other words computers and multimedia tools should be used in conjunction with other language arts activities to provide a complete learning experience.

Resources and curriculum Software Available for ESL students (addresses & phone numbers available in the articles)

- English Express CD Rom
- Athelstan
- TESOL
- ESL TOEFL Prep
- Exploring Language Word for Word
- All-in One Language Fun
- ESOL Curriculum
- Sound Sentences
- Carrera Contra el Tiempo
- The Kids Can Read
- Triple Play Plus
- Lyric-Language CD-ROM

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How Computers Have Affected Reading/Writing Instruction In ESL

Alexandra Gargaglione

Computers have been around for quite some time now and their importance in our world at the present moment need not be argued. We already know that practically everywhere we go these days everything is computerized. So of course why not our ESL classrooms. Computers have a lot to offer us, especially in the educational realm of ESL classes. We can see this clearly in the following articles.

In "Helping learners to write: a role for the word processor," by Alison Piper we are introduced to an ESL program where students met for two-hour sessions for several weeks in order to determine the effects computer word processors would have on students' grammar and writing. First the students were taught how to use the computer and its basic functions. Then students were left to work alone or in pairs to compose their own stories on the computer. These stories proved so successful, as a result of the ability of the students to make formatting changes on the computer and to make their writings look professional, that the stories were grouped together to form a magazine which was later published.

The results of the program were extremely positive not in the sense that it improved students' writings skills, but rather that the computer motivated the majority of the ESL students to write. So in other words, the computer made writing in English an enjoyable and pleasant experience. However, there were some students who disliked the computer to the point where they would not come to class to avoid using the computer. Some students claimed the computer screen gave them a headache. Others felt intimidated by the computer or claimed that in trying to remember function keys on the computer, it distracted their concentration to learn English. However, overall the program proved to be a success with the exception of a few students.

We are also told that there are certain benefits that we can derive from using a word processor in an ESL setting. One is that because a word processor is not designed for any particular brand computer, it can be used in any computer. In other words, because a word processor is a type of software, of which different computer manufacturers produce their own versions of, teachers are able to use any computer which is available in his/her school, providing the computer has a word processing program. Another benefit is that it is easy to teach students. Once you teach the basic word processing skills, students are on their way to write on their own. Yet another benefit is that since the word processor is often used in small group projects, the computer allows for students to interact with one another. Therefore, students are not only thinking about their writing, but also talking about it as well. Because word processors come with features that allow students to do such things as insert and delete, the teacher can assign tasks that require a student to perhaps format changes in his/her document. Students who have problems with handwriting, especially script lettering, can have a professional looking paper. The word processor is motivating, partly because it makes writing easier and it also makes one concentrate. That is, seeing your work on the screen captures your attention. The fact that errors are never permanent on a computer is another benefit. That is, errors on a computer can be erased within seconds so that no sloppy red ink is seen on papers everytime there is a mistake. Lastly, in an ESL word processing class, students can have an audience as they create a story on the computer. This may be negative for those who do not like being examined in public, but it is great for those who like the idea of having their creations read at the moment, rather than looking at their writing as something to hand in.

In "Word Processing in the ESL Class: Integrating Reading, Writing, Listening and Speaking Skills," by Andrea W. Herrmann we are exposed to the idea that the word processor in the ESL classroom is more than just a tool to develop ESL students' writing skills. The computer indeed helps students to be flexible with language, make revisions to their text, and motivates them to write. However, word processors have a larger place than this in the ESL classroom. The word processor, in a writing workshop environment, can teach not only writing, but reading, listening and speaking skills jointly to ESL students. This is demonstrated by some of the activities explained in this article.

It is first mentioned that before any writing can take place in this kind of workshop, the students must first develop a certain mastery over the word processor. This is essential since computers tend to cause a certain level of anxiety which usually results in dropouts. The important thing is to give ESL students a positive start on the computers, so that they can develop the other skills which are the main focus of the workshop. The next step is to encourage the students to work collaboratively on these machines. This is significant since working together helps the students to enrich their skills in speaking the language.

In other words, working in pairs or small groups allows for students to communicate about the workings of the computer and about the task at hand. However, in a workshop environment, the computer also fosters reading and of course writing. With the word processor, ESL teachers can assign activities on the computer where students will have to read passages, follow directions, and then write about whatever the directions call for. Therefore, students have a great many ways to practice their reading and writing skills.

A sharing workshop environment is also conducive to enhancing ESL students' listening skills because of the fact that class is held in an open forum. Everyone interacts with one another, so that there is constant listening and speaking going on. We can in fact see that computers in the ESL classroom do enrich ESL students' writing, by the very nature of the ability of students to revise their writings. However, the advantage of conducting workshops with computers is even greater. By using the computer in ESL classes, the student not only learns how to run a word processing program, but more importantly learns the actual process of how one learns through the computer. The use of the computer allows the ESL students to combine all of his/her language skills of reading, writing, listening and speaking.

. In "The MacMagic Program and Its Effects on English as a Second Language Students: An Evaluation Study," by Mi J. Kim, we are introduced to a study with the MacMagic program that was conducted in Davidson Middle School in California to determine the effects a computer core program had on enhancing English acquisition for sixth and seventh grade ESL students. The main emphasis of the study was to compare the results of ESL students in the computer-assisted program to students in a regular ESL class, and see which one benefited the students the most. The study was based on reading, writing, and oral test scores that were conducted over a period of time in these separate environments. The results of this study proved that there was no dramatic improvement in terms of the computer facilitating ESL students in acquiring a second language. However, the computer assisted ESL classroom did have certain advantages over a regular ESL class.

One of these advantage is the way the computer class was set up. In this class there were two teachers and one computer technician which made sure they were on call to help students. The availability of more than one teacher to help students was a benefit. Also, in the computer assisted class, the class was organized abound everyone working in teams. Work on or off the computer was done cooperatively. This maintained a constant level of dialogue between students, which is good in practicing the English language. An important element of this type of class is that the teacher is there to help, but the teacher is mainly a facilitator. If children have trouble-shooting questions, they are told to ask their classmates before asking the teacher. The idea is to get the students to speak as much a possible and this they did.

Yet another advantage to the computer class was the amount of enthusiasm and motivation that the computer inspired in the students. The students really enjoyed the computer because they said that it create a relaxed environment, that they were in charge of their own learning and that it boosted their self-esteem.

As far as the regular ESL classes were concerned, in these classes students were assigned grammar and vocabulary tasks where students were to associate a picture with a word and fill in blanks of a sentence with the correct grammar. In these classes, students were told to work individually, so as to have no sharing of answers. Students in these classes were more bored and even displayed more frustration and behavioral problems. All in all, the results of the study tell us that computers do not make much of a difference in ESL classes when it comes to judging them in terms of helping an ESL student to acquire a second language. However, one thing is certain about the use of computers in ESL classes and that is the increased interaction they caused among students and with their teachers, which is a positive thing despite the findings of this study.

To sum up, we can see by these three articles that the effects computers have on reading and writing on ESL students were not dramatic. Computers definitely aided the ESL students in writing in terms of being able to mold and sculpt their thought when writing on the computer. However, as far as helping them with reading skills, the effects are not as clear cut. Although students practiced reading on the computer, no one can say whether their reading improved as a result. All in all, use of the computer in ESL classes seems to be more of a motivational device than anything else.

Teachers are using the computer to foster reading and writing development in ESL students, but the extent to which the computer helps in this process is not yet determined.

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THE BENEFITS OF AUDIOTAPED BOOKS FOR TEACHING READING TO ENGLISH AS A SECOND LANGUAGE STUDENTS

Suzanne Miller

Audiotaped books have been shown to greatly benifit students who speak English as a Second Language in the area of reading. Audio support gives students increased levels of reading comprehension, motivation, and understanding of the English language and how it works. It has also helped ESL students to overcome specific reading problems associated with language differences. Audiotaped books have transformed these students home environments, which often have little exposure to the English language, into a learning environment where the students and the parents can work together in the target language. Three articles that have been used to support these findings are "Using Audiotaped Books to Extend Classroom Literacy Instruction into the Homes of Second-Language Learners" by Irene H. Blum, "Have You Heard Any Good Books Lately? Encouraging Shared Reading Reading at Home with Books and Audiotapes" by Patricia S. Koskinen, and "Reading Comprehension in Bilingual Students with the Aid of Taped Stories" by Wendy Strauss.

In learning the English language, second language learners often have problems with syntax, sounds, and vocabulary. These difficulties are due to the fact that they may not appear in their first language which they hear spoken at home. Auditory books help these students by providing models of the English vocabulary, syntax pronunciation, and correct phrasing. These tapes expand the language learning experience into their home context, enabling the students to hear the English language spoken in an environment where English is not normally used. Audiobooks also provide a way for parents to get involved in their children's learning process.

Audiotaped books provide a way to support classroom instruction in the home. It offers a way for parents to participate in their child's learning, even if they do not yet speak the English language. In Koskinen's article she describes a school-home reading project with audiotaped books which involved the students parents. First grade classrooms from five Chapter I schools in a large suburban school district were used. The results of the project showed that when teachers involved the parents and explained to them importance of reading at home, many parents who were previously not involved, became part of a "home reading team". These parents became aware of their childrens reading progress, and began to help them by insuring that they would bring the books and tapes back to school. To help keep interest and enthusiasm in the book and tape activity, teachers would send home reminders to parents and students, and the students progress in reading would be discussed at parent teacher conferences.

Teachers and parents in this project noticed increased reading fluency in the students using audio support, along with self confidence and strong motivation to practice.

In her article, Strauss suggested that taped stories had a positive effect on ESL students attitudes toward participating in reading activities and in their desire for more cassette tapes.

Students who were initially disinterested in reading because of failures were now motivated to read. Reading with an auditory model provided the support needed to make these children feel like expert readers. The success felt by these students, provided them with the self confidence and motivation to practice.

The study by Straus also suggested that auditory supported reading was a more effective means of achieving comprehension than silent reading alone. Students with the auditory aid were able to make a connection between the words with which they were familiar with orally, but not visually, as they would simultaneously hear and see the words. Through her findings audiotapes proved to be a superior method than silent reading for improving the reading comprehension and motivation of English as a Second Language students.

Blum found audiotapes helped students to fluently read increasingly more difficult texts. She also found through teacher and parent surveys that students who used audiotaped books engaged in more leisure reading. These students chose to read more frequently in their free time than those students who did not use audiotaped books. Audiotapes increased the reading enjoyment by lessening frustrations of reading failure. These students also engaged in more social interactions concerning books, as they talked to the teacher more about the books they had read, and were more likely to discuss books with their classmates. Teachers also reported an increase in the students self monitoring of reading behaviors. Parents who were also surveyed mentioned that the children talked more about books that were taped, and wanted to show off their reading skills to family members.

It has been estimated that English as a Second Language children typically reach the end of their sixth year of schooling with an approximate exposure of 40,000 hours of their home language, but only 3,000 hours of English. Audiotaped books provide these children with more exposure to English, especially when the parents can not read English story books to them at home.

The access English as a Second Language students have to English is limited not only by the lack of exposure they have to hearing it at home, but as a result of having few English story books in their home. This is a disadvantage for early literacy development. By providing these students with appropriate books and cassettes at school, they can bring these materials into their home to read for their own enjoyment. Providing students with material of high interest, at their appropriate reading level is important in keeping students motivated to read and discuss what they have read.

In an article by Chiquita Phillips called "Keeping up with the Joneses", the author describes a soap opera "Keeping up with the Joneses" which was written for adult ESL students, but could be used for a variety of English as a Second Language classrooms, including secondary school. It is a kit which includes books and audiotapes for the students and it combines skills of listening, reading and writing. It also provides excercises on syntax, communication, vocabulary and idioms, and offers incentives for discussion at an advanced level. This soap opera deals with real life situations of a young family which all students could relate to, keeping their interest level high.

The soap opera is not strictly sequentially oriented as each unit has a built in overlap factor and is only marginally connected to the one before. It allows for students to come into the program at any time and continue on with the rest of the class. This is an important aspect of the program as many students come into English as a Second Language classrooms in the middle of the year. This program makes it easy for them to enter at any unit.

In all of the articles audiotapes have been shown to be an effective tool in helping English as a Second Language students with their reading. Audiotapes provide these students with the support they need to increase their motivation and interest in reading. For many of these students it increases the amount of exposure they have to the English language in their homes and gets parents involved with their children's reading. The soap opera "Keeping up with the Joneses" is a good program to use with students at an intermediate level mainly for reading and vocabulary purposes. The situations provided keep the students interested which is crucial for keeping students excited about reading. Audiobooks are beneficial for English as a Second Language students, as they turn the frustrating experience of reading into an enjoyable experience filled with success.

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Technology Assisted
Second Language
Reading and Writing Instruction

Allison Rattner

The use of technology in the classroom has increased over the years. There are many different forms of technology that are available today. Usually the first thing a person thinks of as technology is the computer. But there is also video and audio technology. A teacher may want to use these other forms of technology when teaching second language learners to read and write. The most affordable and easiest type of technology available for teachers to get their hands on, is video(s).

There is a limited amount of research available in the field of technology and ESL learners. This is because the use of technology, not only in the ESL classroom, but in the regular classrooms is relatively new and the research is just starting to come out. I found three interesting sources in my ERIC search relating to the use of technology in regards to the ESL classroom. Parts of the articles deal specifically with the teaching of reading and writing to these students. The first source is an article that informs the reader about the different types of technology available to a teacher today. It also explains the uses for these forms of technology. The second source is a report by a teacher who uses technology in her classroom to assess her ESL student's writings. The last source is a chapter from a book that deals with research in the field of foreign language. The chapter I used was devoted to questions about technology.

The first source is an article by Karen Willetts from the Montgamery County Public

Schools. Her article is based on information from a chapter in *Integrating Technology into the Foreign Language Curriculum: A Teacher Training Manual.* Willetts believes that if we combine our present computers with audios, videos, modems and phone lines, as well as satellite dishes, that the acquisition of a second language, in this case English, will be greater.

There are many things a teacher must know before they use any technological advances in the classroom. The first section of her article is devoted to the different skills you can acquire with the different types of technology that are readily available today. There are many different types of technology that are available to the language learner that can assist in acquisition. They are computers that are used for information retrieval, interactive audio, interactive video, local and long distance networks and satellite broadcasts.

The second section of Willetts article explains what language skills different types of technology might assist with, in order to promote acquisition of a second language. Willetts believes that the first step in using technology-assisted instruction is making sure that the technology is appropriate for the language skill(s) that are being developed and that they can be used in the time allotted for a particular class. There's some technologies that assist certain skills better than others.

Computers and networks are ideal for learning to read and write in a target language. They can be used either in a group or individually. The main program that would be used is a word processor. Here children can write stories, or letters to each other in the target language. They would have to read or have someone else read the stories or letters. If it is a letter, the person who it is written to would have to answer them, in turn developing their own reading and writing of the target language.

There are also interactive audios. These are computers equipped with CD ROM's. There are many possibilities and ways to teach and test language acquisition using the interactive audio. With the use of CD ROM, story books can come alive on the computer. This gives assistance in reading, writing, and listening skills that are being developed in the target language.

Videos with subtitles in the target language can also help develop reading skills. Videos also help the children to develop cultural awareness. They can see how people of a particular culture dresses, eats, and live. The last type of technology that Willetts describes is the interactive video. Here we can connect the computer with the video. It allows for helping to learn the language skills needed to acquire a foreign language.

The third section of the article is about the types of activities that can be used with technology-assisted instruction. Technology-assisted activities should be used to enhance the learning of a language. It should not be the sole way to teach a target language. Technology-based activities can be designed to foster each language skill (listening, reading, and writing) and to promote cultural understanding and to assess learner progress.

Speaking can be enhanced by using interactive audio where students can create dialogues and then practice them with other students. There are many other activities that can be used to help the learner practice speaking the target language.

Listening can be developed through the use of videos and interactive videos. This can be done with the use of guided listening questions. The students can listen for the main idea for specific facts given in a segment of a video.

Reading skills can be developed through the use of computer programs. Such things as word recognition, phonics, letter recognition, vocabulary builders, spelling programs, sentences structure, comprehension, and so on can be found in many types of computer software that are available today. There are also the interactive books (when used with on a CD ROM), which the computer actually can read a story to a child while the text is highlighted for them on the screen.

Writing is also enhanced by technology. Word processors are ideal for any type of writing instruction. There are word processors available that are bilingual. These word processors can provide assistance with spelling, vocabulary, and grammar for second language learners. Children can write cooperatively with a word processor, which helps all students to get involved with each other's writing skills.

Finally videos can assist with other educational activities. They are also an ideal way for children to view the culture and gain cultural sensitivity. The final thing that technology can assist in is testing. Computers give teachers a faster way to test students and record their grades. Computers can also allow students to test themselves.

The second source I found in my ERIC search was *Writing and Audio Cassette Evaluations: Enhancing Language Acquisition and Writing Skills for ESL Students*. It is written by Linda E. Smith from the English Department at Fort Hays State University in Kansas. Smith explains how she uses a four tier criterion in her daily instruction and evaluation for the acquisition of English of her students. The four tier criterion consists of reading, writing, speaking, and listening. In order for her students to learn English, she must provide her students with sequential, consistent, formative feedback through these four tiers. In the use of audio cassette by her students and herself, allows for the integration of reading, writing, speaking, and listening, beginning with the pre-writing and ending with the evaluation. She incorporates the use of technology by having all her students accompany their essays with a tape recording of their final draft. The students must also hand in the final draft, the pre-writing notes, the rough draft, and the revisions along with a tape recording of the child reading the essay for a grade. Smith bases her evaluation on the recording, the writing, and a six trait rubric she created. When she reads the paper, she corrects the sentence structure, the grammar, and the spelling. If she has a problem with a passage, she marks it without any suggestions and then makes a recording of herself reading the essay with her suggestions for improvement. Before this she tells the student one or two areas that they have done well on, then she tells them the one or two ares they need to work on. The students then listen to the cassette actively, so they can make notes on their drafts where they deem necessary. This part will reinforce both children and adults listening skills.

Smith believes that by using this process there is an increased rate of language acquisition because there is reinforcement of so many different aspects of the language. This processes also helps students train in identify their own errors and hopefully eliminate them. Smith says there are two drawbacks to her type of writing instruction. The first being that the teacher needs more time to evaluate each essay. This leads to the second drawback of having to reduce the amount of writings the class will produce to accommodate the analysis method.

The last source is from a chapter in a book entitled **Research within Reach II: Research Guided Responses to the Concerns of Foreign Language Teachers.** The chapter is written by James P. Pusack and Sue K. Otto, who are both from the University of Iowa. The chapter deals with the current research on technology and its use for instruction. The major point that the authors point out in this chapter is that we can not answer the question on everyone's mind, "Can technology improve language learning?" The authors assert that computer assisted language learning (CALL) can not harm the learner, it can only help them. They also believe that there are different factors that need to be taken into consideration when trying to transfer current research strategies into classroom practice.

Teachers need to take into consideration the nature of the instructional setting, the nature of the activities, and the student characteristics and attitudes. The characteristics of the student include their age, expectations, ability, and cognitive style. They also conclude that there is an overlapping of the current research in language acquisition and computer assisted research. Teachers need to remember that we should use the same principles for computer interaction as we would for human interaction.

According to the chapter there are many types of writing software available for the foreign language learner, the most popular being word processing programs. The word processor has some positive effects on the attitudes the students take towards writing and revision their essays. The computer increases the students willingness to take risks. It also reduces the inhibition to put something down in writing. The word processor helps children with their spelling and grammar. Students can also use the internet to have other children critique their work, or they can critique another students work. Computers allows for interaction in the classroom and with children in other classrooms. Children can work independently or cooperatively with a word processor.

As the chapter states videos can assist with reading. Teachers can have videos captioned with the target language. This is will help children develop reading skills and listening comprehension. Reading has not been researched as much as writing in a computer assisted classroom. Hopefully we will see more of it in the future with the introduction of the CD ROM.

As we can see from these three sources, technology can give students more responsibility for their own learning. It gives educators more time to observe the learning process while it is in action and gives them a chance to serve as guides. But technology does not give the teacher more free time. If anything, a teacher has to devote more time to learning the different types of technology her/himself.

Even though the use of technology is a great tool for student learning there are things teachers need to consider. They need to take into consideration if the material presented is appropriate for their students' needs. They also must be able to use these technologies, such as the computer, in their allotted time period.

There is not a much research currently available on the topic of using technology in the ESL classroom. As technology progresses, hopefully we will se an increase in ESL research.

There are many advantages to using a computer in an ESL classroom, as we have seen. But technology also reinforces the relationship between the teacher's expectations and the students achievement. As computers are used more in the daily lives of students, we will possible see more and more instructional programs and mediums that can be incorporated into the ESL class.

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